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ABSTRACT

This five-unit junior high school speech communication curriculum guide is designed to provide seventh, eighth and ninth graders with an introductory course in speech-communication. Presupposing that communication or speech is a regularly scheduled subject in the junior high school, the outlined course requires at least one semester of academic study. The total communication process is emphasized as both a process for learning and work as well as for pleasure. The five units address the communication problems and strategies posed by the mass electronic media; the symbolic nature of language; the student's role as a receiver and producer of messages; the elements, relationships and variables affecting the communication process; small group problem-solving; and large group communication. Skill development oriented, each unit contains behavioral objectives, criteria for evaluating learning, and activities and materials sections.
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COMMUNICATION:
SPEAKING AND LISTENING

A COMMUNICATION SKILLS CURRICULUM AND
INTERDISCIPLINARY RESOURCE GUIDE
FOR JUNIOR HIGH SCHOOLS

\$7.50 per copy

Edited by

Eloise V. Pearson

BUREAU OF COMMUNICATION SERVICES & RESEARCH
UNIVERSITY OF COLORADO
BOULDER, COLORADO

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Curriculum Committee members and University of Colorado graduate students (under the guidance of Dr. Brown) responsible for writing the original sections of the guide include: Mary D. Hutton (Chairman), Coronado Hills Junior High School, Denver; Jeannine Henderson, Burbank Junior High School, Boulder; Allorah B. Levy, East Junior High School, Aurora; and Barbara Settle, Place Junior High School, Denver; Robert Bolen, University of Arkansas, Russellville; David Kleiman, University of Colorado, Boulder; and Irvin Parmenter, University of Minnesota, Duluth.

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Consultants throughout the origination, testing, revision, and publication were Eloise V. Pearson and Peggy L. Rhine, Bureau of Communication Services and Research, University of Colorado, Boulder.

Students and teachers of fourteen Colorado junior high schools were responsible for testing the original material and their suggestions have been incorporated in the revised edition.

We have attempted to acknowledge the original sources of materials whenever possible. Some of the activities in the guide are so commonly used that the originators were not traceable. If we have inadvertently failed to acknowledge our debt to anyone, we would like to be advised.

COMMUNICATION: SPEAKING AND LISTENING

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INTRODUCTION

COMMUNICATION: SPEAKING AND LISTENING has been designed for students in the seventh, eighth, and ninth grades as a first or introductory course in speech-communication. Teaching conditions vary widely from one school to another, but this course presupposes that Communication or Speech is a regularly scheduled subject in the junior high school curriculum. This course cannot be completed in situations in which Speech is only a co- or extra-curricular activity. Successful completion of the course requires at least one semester of academic study, but there are sufficient materials and activities to extend the course to two full semesters. This course of study, in whole or in part, may be used as a resource aid in the teaching of Social Studies and Language Arts on the junior high school level.

This teacher's outline contains student behavioral objectives, principles, activities, and materials for five units of study in communication. The contents of the outline represent the thinking and experience of junior high school teachers and university specialists in speech and drama education. It was planned and developed in numerous committee meetings for two years, and tested in the field by fourteen different junior high school teachers in fourteen different Colorado communities for a period of one year prior to its revision. The course has been assembled in looseleaf notebook form so that materials can be added and deleted and so that further course revision may be facilitated.

BASIC TENETS OF A JUNIOR HIGH SCHOOL COURSE IN SPEECH-COMMUNICATION

The committee that developed this course was guided by the following tenets:

1. The course should emphasize study of the total communication process.
2. The course should emphasize the student's role as a receiver of messages as well as a producer.
3. The course should emphasize the student's role in small cooperative group action as well as his role as an individual who influences a large group.
4. The course should emphasize study of communication problems and strategies in the mass electronic media as well as in face-to-face situations.
5. The course should emphasize affective as well as cognitive and skill development.

RATIONALE

We are fast approaching the twenty-first century! We live in a time of information explosion, mobiletic and electronic revolution--a time when knowledge becomes obsolete almost as fast as it is produced. Innovation and change characterize the school curriculum in almost every field of study. Great sums of money are spent on faster, more efficient, ways of transmitting and receiving information. Through media, such as television, radio, and motion pictures, society is increasing the value it attaches to oral modes of communication.

We need to be concerned more than ever before with student development in speech-communication. Such concern is justified for several reasons:

1. Speech is man's primary linguistic system. It has social and personal functions. We need to be concerned with oral modes of communication as primary means of social action, developing a self-concept, and learning.

Social action is probably the most obvious function of speaking and listening. Our lives are spent in interaction with others. Hence, teachers and students need to study the behavior of people in small and large groups. Whether we seek casual conversation, catharsis, information, policy decisions, or action, it is often difficult to realize our goals in communication in groups. We must cope with highly complex and often hidden problems of human interpersonal relationships and with ensuring accurate perception of messages.

A different but equally important role of speech is its contribution to the development of a concept of self. Through our own speech as well as the speech of others we learn to define who we are, what we believe in, and how we affect others. We use speech to discuss with ourselves who we would like to be. We even attempt to convince others that our ideal self-concept is the real "us." We monitor what others say about us and how they react to us. We search the speech of others for clues to our success or failure. If we meet with success in communicating with others, our self-concept is enhanced. If we meet with failure or frustration, our self-image is threatened.

Speech is also a means of learning. Much has been written on how we learn to talk, but there is a dearth of research and literature on how we talk to learn.

Learning is evidenced by speech, but it is also brought about through speech. Using, in part, a student-teacher conversation in a British secondary school science classroom, Britton suggests several phases of talking to learn (1:81). First, there is talk in small groups concerned with description and explanation. In this phase students will observe, describe, and attempt to explain a phenomenon by responding to open-ended teacher questions. "The movement in words from what might describe a particular event to a generalization that might explain that event is a journey that each must be capable of taking for himself--and that it is by means of taking it in speech that we learn to take it in thought" (1:114). Second, there is an attempt to weigh or consider the alternative explanations through talk, and the devising of means to verify the explanations. Third, verification is accomplished through experimentation, but even here, the student talks his way through each step. Even in the laboratory speech serves experimental operation. Britton summarizes his observations as follows:

The task is not that of learning a language; rather it is that acquiring by the agency of the language, the ability to perform these mental operations I have been talking about. A child's language is the means: in process of meeting new demands--and being helped to meet them--his language takes on new forms that correspond to the new powers as he achieves them (1:115).¹

These observations are similar to the Russian classification of narrative speech which is reviewing experiences, shaping, and interpreting them, and planning speech which has a regulatory function. In the latter, saying what we are going to do influences what we actually will do. One of the most significant hypotheses advanced by research in developmental psychology is that speech plays a primary role in the development of mental processes and in the regulation of our behavior (12).

2. Modern technology increasingly invites man to behave as a speaker and listener-viewer. Research indicates that modern working man spends approximately 75 percent of his communication time in speaking and listening (3:6-10). Studies conducted by Paul Witty from 1949 to 1965 have revealed that high school students spend an average of 12 to 14 hours per week viewing television outside the classroom (4:134; 5:528). So popular are the mass media that efforts to use them for learning have been numerous.

¹Language, The Learner and the School. Copyright Douglas Barnes, James Britton, Harold Rosen, and the London Association for the Teaching of English. Penguin Books, 1969. Reprinted by permission.

Radio, television, films, tapes, and computers complement the teacher and the book as primary sources of information. Today's student views protests, sit-ins, marches, walk-outs, war and other kinds of "body rhetoric"; he witnesses heroes and demagogues engaging in verbal combat on problems such as equalization of power, water and air pollution, birth control, poverty, racial injustice, labor-management disputes, drug use and abuse, and freedom of speech and press; he forms opinions and espouses causes on the basis of what he sees and hears through media that communicate with greater impact than has been heretofore realized. Truly, this is "instant communication."

Not only has modern technology increased the frequency of our participation in speaking and listening-viewing modes of communication, it has caused us to attach new and greater importance to the spoken word. Oral language is not so transitory as it once was. In the past a word spoken disappeared forever in the air; but modern recording devices make instant replay and analysis possible. Oral language has achieved a more permanent character. Like writing, speakers and speaking can now be studied critically, analytically, and scientifically. Such study is partially responsible for the growing emphasis upon and respect for speaking and listening-viewing modes of communication.

3. Human symbolic interaction is unique in the oral modes of communication. The schools should and will continue to teach reading and writing. There is little doubt that the printed word will continue to have great influence upon our ideas and actions, but with the invention of print, literacy almost became the goal of education. Only a concern for numbers or "numeracy" rivaled "literacy" for instructional emphasis in the classroom. It was assumed that correct skills in grammar and composition learned in writing would transfer to oral modes of communication, but research no longer allows us to accept this assertion. So strong has been the demand for more instruction in speaking and listening that some educators have invented the neologism "oracy" to parallel "numeracy" and "literacy," and consequently, to draw increased attention to the oral communication skills of our youth (6:11).

Speaking and listening are unique modes of communication. Hence, competence in written language is not necessarily transferred to skill in oral language. On the contrary, competence in oral language is a prerequisite of the highest order for competence in writing. According to research: Oral language is a base for successful reading

and writing (7:88). A natural learning sequence should be followed in that development of skill in oral language should precede development in reading and writing (8:338). Listening and reading are closely related and utilize similar verbal factors (9:16). Ability to utilize subordination and movables in oral expression is closely related to ability to comprehend written language (10). Students who read well are ones who in oral language use fewer short utterances, show more dexterity in syntax, express tentativeness more frequently and in a variety of ways (11:102). The quality of writing is dependent upon one's quality of oral language (9:15).

4. Effective speaking and listening-viewing behaviors can be learned and need to be taught in the school. Speech and listening are learned; therefore, they can be taught. Speech and listening are means of learning; therefore, they must be taught. Unlike reading and writing, however, speaking and listening behaviors are learned very early in the child's life. The teaching agents are parents, siblings, and neighbors, but most important, the child himself. The teaching environment is the home, the playground, the streets. Conditions for learning in early childhood are so diverse that one may well question whether speech and listening behaviors have been taught or caught.

We know that by the age of four most children have reasonable linguistic competence. They have learned most of the phonology and syntax of their language (12:31). The schools will aid the child in learning more words and more intricate sentence patterns; but just as linguistic competence will be improved, so must be communicative competence.

Because speech communication is first learned in the home, it needs to be taught in the school. What kinds of readers and writers would our children be if instruction in these tasks were left to the home? No doubt, a few children would do fine, but the majority might well travel the road to functional illiteracy. This is the predicament we face in speech-communication education. We recognize that the processes of speaking and listening are learned in the home; that is, children learn to formulate and to comprehend sounds in words, words in sentences, and sentences in messages. But the school should be concerned with the uses of speech-communication; that is, with speaking and listening to expand knowledge about ourselves and others. Teaching the uses of speech-communication may well be the responsibility of all teachers, but it is the particular province of the teacher of speech and drama. Schools, and academic classrooms in particular, will realize the goal of developing each

student to his maximum potential according to his unique nature if students receive systematic qualified instruction in oral modes of communication.

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COURSE OBJECTIVES

1. To acquire and evaluate conceptual knowledge about communication. This implies that cognitive learnings are a part of the course.
2. To explore and value source and receiver roles in a variety of oral communication contexts. This implies affective learnings are a part of the course.
3. To acquire skills in the speaking and listening modes of communication. This implies that fundamental skills in use of the voice, body, and language, and the application of these skills in discussion, oral interpretation, and speechmaking, as well as informal conversation will be stressed.
4. To value the functional as well as artistic purposes of speaking and listening. This implies that communication for learning and for work will be emphasized as well as communication for pleasure.

UNITS OF STUDY

The course is divided into five units of study:

Unit I - Communication in the Space Age

This is an introductory unit that presents a model of communication and introduces the elements (speaker, listener, and message), relationships (encoding, decoding, and feedback), and variables that affect the communication process.

Unit II - Language and Meaning

This unit introduces the student to the symbolic nature of language, the relationship between language and meaning, the uses of language, and problems we encounter when our languages and dialects are different.

Unit III - Speakers and Listeners: Common Concerns

The unit presents information and activities to facilitate the students' learning about such communication variables as attention, attitude, information, reasoning, voice usage, and bodily movement.

Unit IV - Communicating in Small Groups

The unit stresses sharing information, experiences, feelings, and solving problems in small groups.

Unit V - Communicating with Large Groups

The unit stresses creating, presenting, and receiving extended messages--original and interpretative--in large groups.

USE OF THE COURSE OUTLINE

The above-mentioned areas are believed, by the committee that prepared this course, to be the most valuable in meeting the immediate and future oral communication needs of the junior high school student. The committee worked very hard to avoid presenting a watered-down high school course in public speaking.

This junior high school course is designed to further learning of principles of communication inductively. Students are encouraged to consider problems and cases in small groups in order to arrive at generalizations. Seldom should the teacher lecture.

Students should be afforded ample opportunity to participate in all kinds of oral communication situations. Public speaking is just one small part of what this course is about. Skill in communicating in small but purposeful groups is emphasized. Moreover, the role of the receiver as an active participant with power and control over the communication process is stressed. Hence, students are to learn about communication as well as how to communicate.

Each unit contains a list of student behavioral objectives, followed by a list of the principles to be stressed. Each principle is related to some specific objective. The learning activities are also identified according to objectives and principles they are designed to teach. Each objective is to be attained through a basic activity, one that the committee feels is essential for student learning. Supplementary activities for reinforcement, or enrichment, of learnings follow each basic activity.

Since activities and principles are connected to objectives, a teacher using this outline selects content and learning activities by selecting objectives. A teacher need not feel it necessary to attain all objectives of each unit. This would be nearly impossible. There is much more included than can be covered in a typical one-semester course.

While the units are listed in the order the committee believes to be most appropriate for teaching, a classroom teacher may choose to alter this order to suit her own situation. In other words, each qualified teacher should feel free to develop her course as she sees most appropriate for her particular students.

UNIT I. COMMUNICATION IN THE SPACE AGE

OBJECTIVES

1. To FORMULATE A DIAGRAM OF THE COMMUNICATION PROCESS.
2. To TRACE THE DEVELOPMENT OF COMMUNICATION FROM ANCIENT TO MODERN TIMES.
3. To RELATE STUDY IN COMMUNICATION TO ART, MUSIC, DANCE, DRAMA, SPEECH, AND LITERATURE.
4. To ANALYZE THE FUNCTIONS OF COMMUNICATION.
5. To RECOGNIZE BARRIERS TO EFFECTIVE COMMUNICATION.
6. To ANALYZE HOW WE SPEND OUR TIME IN COMMUNICATION.
7. To RECOGNIZE THAT RESPONSIBILITY FOR EFFECTIVE COMMUNICATION IN A DEMOCRATIC SOCIETY RESTS WITH BOTH SPEAKERS AND LISTENERS IN ALL COMMUNICATION SITUATIONS.
8. To ASSESS ONE'S OWN SPEAKING AND LISTENING HABITS AND TO SET ONE'S OWN GOALS FOR IMPROVEMENT.

CONTENT: PRINCIPLES TO BE STRESSED AND OBJECTIVES THEY ARE ASSOCIATED WITH

<u>Objective</u>	<u>Principle</u>
1	1. Three basic components in communication are a SOURCE, a MESSAGE, and a RECEIVER.
1	2. A source CREATES a message. A receiver REACTS to the message.
1	3. Creating a message is called ENCODING. Reacting to a message is called DECODING.
1	4. A receiver's response to the sender is called FEEDBACK.
1	5. All communication is affected by the OCCASION and CULTURE in which it takes place.
2	6. Important milestones in the history of communication have been the invention of the printing press, telegraph, telephone, radio, phonograph, motion pictures, and television.
2	7. Contemporary communication electronic media that we use in learning are films, video and audio tapes, and computers.
2	8. Inventions such as Telstar have created "instant communication."
3	9. In art, the source is a painter, the message a painting, the receiver a viewer. Communication in this instance is nonverbal.
3	10. In music, the source is a composer, the message is a musical composition, the receiver a listener. Here communication is nonverbal.
3	11. In dance, the source is a choreographer, the message a dance, the receiver is a viewer. Communication here is nonverbal.
3	12. In drama, the source is a playwright, the message is a play, the receiver a listener-viewer. This communication is both verbal and nonverbal.
3	13. In literature, the source is an author, the message is a written composition, the receiver is a reader. Communication here is verbal.
3	14. In speech, the source is a speaker, the message is a speech, the receiver is a listener. This communication is both verbal and nonverbal.
3	15. Messages that man communicates may be either verbal or nonverbal, or both.
3	16. When SPEAKERS ENCODE messages, they: select ideas to communicate; organize the ideas; choose language to express the ideas; develop the ideas; deliver the ideas.

Objective	Principle
3	17. When LISTENERS DECODE messages they: give attention to the speaker and his ideas; translate the ideas into language; organize the ideas; react to the ideas by appreciating them, and/or comprehending them, and/or evaluating them.
3	18. Conditions that are necessary for effective communication are: common skills, attitudes, knowledge, and experiences shared by speakers and listeners; careful encoding; and accurate decoding; appropriateness to occasion and culture.
3	19. Communication between speakers and listeners takes place in small groups and in large groups.
3	20. Small group communication may be between two or more people, all of whom have an opportunity to participate as both speakers and listeners. Examples are conversation and discussion. This is two-way communication.
3	21. Large group communication consists of one or more persons sending messages to large groups of people. The roles of speaker and listener are more firmly established in large group communication. Examples are public speaking, theatre, radio, television, and motion pictures. Primarily this is one-way communication.
4	22. We communicate with one another in order to find pleasure (to entertain and to be entertained), to adapt to one another (to get along and socialize), and to exert power and control (to influence each other's ideas and actions).
5	23. Barriers to effective communication between speakers and listeners are: poor speaking and/or listening skills; conflicting attitudes; ignorance or conflicting knowledge; conflicting experiences and emotions; failure to understand expectations of occasion and culture; inaccurate encoding and decoding of messages.
6	24. We spend over 70 percent of our waking hours in communication as follows: 45 percent listening; 30 percent speaking; 16 percent reading; 9 percent writing.
7	25. Responsible, free expression is a dominant characteristic (and ideal) of a democratic form of government.
7	26. Effective government by city, county, state, and national bodies and harmonious international relations are dependent upon good communication.
7	27. Effective communication is essential for learning and for socializing.
8	28. Effective communication can be achieved through better understanding of the communication process and guided practice in speaking and listening.

LEARNING EXPERIENCES: BASIC AND SUPPLEMENTARY STUDENT ACTIVITIES AND OBJECTIVES WITH THE PRINCIPLES THEY ARE PRIMARILY DESIGNED TO MEET.

Activity--BASIC

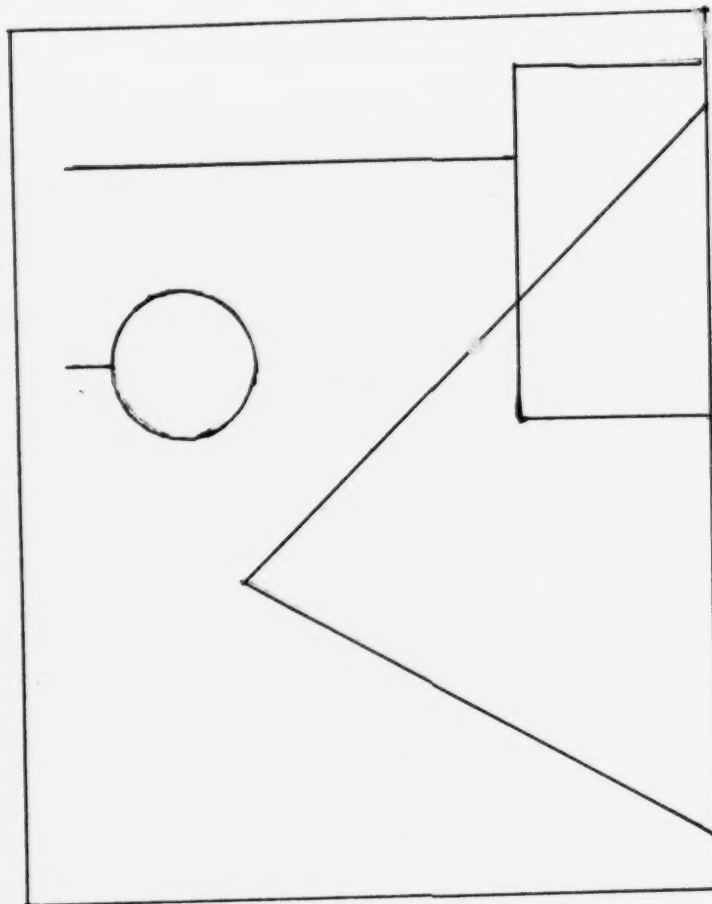
- | | | |
|-------------|--------------|--|
| <u>Obj.</u> | <u>Prin.</u> | <u>Activity</u> |
| 1 | 1-5 | Discuss the question: How have you spent time in communicating in the past week? Some likely responses are: watching television, seeing a movie, talking with friends and teachers. The purpose here is to create an awareness that we all communicate in a variety of situations, with a variety of people, in large and small groups, as talkers, listeners, writers, and readers. |
| | | Choose one common example, such as informal conversation between two people, for an analysis of the three basic components in communication: speaker, message, listener. Generalize by introducing the communication diagram for this course. (The pattern for making the transparency is in "Materials for Duplication.") |
| | | Explain Principles 1-5 using concrete examples to clarify the transparency. |

Activity--SUPPLEMENTARY

- | | | |
|-------------|--------------|---|
| <u>Obj.</u> | <u>Prin.</u> | <u>Activity</u> |
| 1 | 1-5 | 1. Describe specific communication situations, i.e., viewing a television program, seeing a play, reading a book, writing a letter, listening to a speech; have students formulate their own diagrams of the basic elements and events involved in one- and two-way communication. In class compare the diagrams for several different communication situations. |
| | | 2. Arrange a bulletin board display titled "Communication in Action." Use as many different pictures as possible to identify specific examples of the three basic components: source, message, and receiver. For example, display pictures of people as sources, as receivers, and of different kinds of messages. Show how these relate to each other. |
| | | 3. Divide class into groups and assign each group a type of communication listed below. Each group is to research their particular type of communication and then demonstrate it to the class. Explain how the communication demonstrated relates to the communication diagram: sign language, Morse code, drums, signals, pantomime, grunts and gestures of cave men, bulletin boards, modern advertising. |
| | | 4. Prepare a puppet show or skit depicting one of the basic principles of communication listed below: source selecting and sending a message; receiver acquiring and interpreting a message; how culture can affect the process; how feedback works. The smaller skits may be put together to show the sequence of principles. |

Obj. Prin. Activity--SUPPLEMENTARY

- 1 1-5 5. Select a student from the class who knows how to tie a square knot; select a second student who does not know how. Both are to go to the front of the room and stand back to back. Give each student a short piece of rope. The student knowing how to tie a square knot is to instruct, through words alone, the other student how to make one. The second student is not allowed to ask for the instructions to be repeated or to ask for clarification. This exercise will demonstrate the need for feedback.
6. Divide the class into small groups and have each group form a circle. Each student is to have writing paper and pen. Select one member from each circle to give the instructions to his group. This member is given a 4" x 5" card bearing the drawing shown below. Through verbal description of the drawing, group members are to attempt replicating the drawing without asking questions and without any visual clues.



Obj. 2 Prin. 6-8 Activity--BASIC

Have students work in small committees to research and share information to answer the questions below. (Allow approximately 20 minutes for this research activity.) Committees can report their findings to the class through oral reports.

1. What were some of the earliest forms of human communication?
2. Where and how did man develop written language?
3. What events led to the development of print?
4. What events led to the development of electronic communication (telegraph, telephone, radio, phonograph, motion pictures, television, and computers)?

Students should identify facts already known about Telstar and obtain further information through research in materials already assembled in the classroom. The teacher will list the facts on the board as given to her. Discuss the role Telstar has played in developing an age of "instant communication."

Obj. 2 Prin. 6-8 Activity--SUPPLEMENTARY

1. Have students give individual biographical reports on "Men of Communication." A starter list might include: Gutenberg, Edison, Marconi, Morse, Alexander Graham Bell, Maybridge, Armat, the Lumiere brothers, Eastman. The reports can be given with flip charts on large paper, with one idea on a page and simple cartoon characters.
2. Encourage students to build a file of "men of communication" by adding to the above list. They can include the name, dates, and main contribution to human communication.
3. Have students organize centers of interest, such as a library display, a museum of communication equipment, a picture gallery, or a display of original models--all based on the theme "Development of Communication."
4. Have students prepare an original documentary radio or television program on events and men leading up to the present age of "instant communication."
5. With the students, develop a time line of major events in the history of human communication. Relate these events to broader historical periods and developments.
6. Have students bring a Morse code kit to school and demonstrate how it is used.

Obj. Prin. Activity--BASIC

3 9-21 Discuss the question: How are each of the forms, art, music, dance, and drama, related to our diagram of communication? Take up one art form at a time and cover Principles 9-12. Specific questions, such as the following, can also be posed for music and dance: In art--

Who is the source? (painter)
In what form is the message? (a painting)
Who is the receiver? (anyone who looks at the painting)
Does the artist use words to convey a message? (no, he uses pictures)
Is the communication verbal or nonverbal? (nonverbal)

Lead the students through a similar analysis of literature, calling attention to the verbal nature of communication.

Help students to generalize about speech and drama in the same way. Be sure to emphasize the verbal and nonverbal characteristics of speech and drama communication. Help the students to form a generalization similar to Principle 15.

Finally, cover Principles 16-21 by referring back to the transparency. Use concrete examples whenever possible.

Obj. Prin. Activity--SUPPLEMENTARY

3 9-21 1. Have each student take a specific example from one of the four arts--art, music, dance, drama--and study the background of the source, the purpose of the message, and his own reactions to the message. For example, he might study the play "The Hobbit." What does he know about the author? What is his reaction to reading or to seeing it? He can do the same exercise with a painting he likes, a dance, or a musical composition.

2. Have each student choose a play that he likes (or a picture, musical composition, or dance) and one that he doesn't like. Have him find out background information about each one and see if he changes his way of thinking about the two that he has chosen.

3. Have students discuss the questions: Which do you find easier, to communicate orally or in writing? Why? What differences and similarities exist in each form of communication?

4. Ask students to describe as accurately as possible their participation in small committees. Have them compare their actions and contributions there with their work in large groups. Ask them in which kind of group they feel most comfortable. Why?

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| <u>Obj.</u> | <u>Prin.</u> | <u>Activity--SUPPLEMENTARY</u> |
| 3 | 9-21 | 5. Have each student prepare an original work of art, music, dance, drama, speech, prose or poetry literature. Present the work to the class. Each student should explain how he composed the work and ask for reactions from the audience. |
| | | 6. Have the class listen to and observe demonstrations by resource people from their community, such as an artist, a musician, a choreographer or dancer, a director or playwright, a photographer, writer or speaker. Discuss their works of art or messages with them. Have students compare their own reactions to the demonstrations with those of their classmates. |
| | | 7. Have students complete the inventory <u>My Feelings About Communication</u> . They should be prepared to discuss it in class. |

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| <u>Obj.</u> | <u>Prin.</u> | <u>Activity--BASIC</u> |
| 4 | 22 | Help students to analyze the functions of communication by discussing their purposes when they: view a play, motion picture or television program; converse with a group of friends between classes, at lunch or on the way to school; form a buzz group in their own classroom; listen to a speaker, such as a teacher, a minister, a government official, address a large group. |

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| <u>Obj.</u> | <u>Prin.</u> | <u>Activity--SUPPLEMENTARY</u> |
| 4 | 22 | 1. Have students identify specific examples of television programs that are designed primarily to entertain us. Compare these with television examples of communication that are designed to exert power and control over our actions. |
| | | 2. Have students read newspapers to find three examples of different purposes of communication: an article that seeks primarily to entertain; an article that seeks primarily to change our way of thinking or our actions; an article that would help us to get along better with others. |
| | | 3. Have students make a weekly "Calendar of Speakers and Speaking" in their local community. They should attend one of the speeches that seems most interesting and identify the speaker's purpose. Reports on the success of the event can be given to the class. |
| | | 4. The power of the spoken word works in two ways--for good and for evil. Buzz groups can discuss the following thought: Speech has the power to replace the gun and axe as a means of solving problems. Have examples cited from everyday life. |

Obj. Prin. Activity--SUPPLEMENTARY

- 4 22 5. Assign a partner to each student. Using the following ideas as guidelines, partners are to find out as much about each other as possible: name, where partner lives, nickname, hobbies, pet peeves, family, school interests, sports, ambitions, extra-curricular activities, person(s) he admires most. After completing this investigation, partners are to present one another to the class as a "guess who" contest, or as a man-on-the-street interview.

Obj. Prin. Activity--BASIC

- 5 23 Distribute a copy of the case studies prepared for this unit, Barriers to Communication, to each student. Have students read each case to identify the kind of barrier that prevents effective communication. They are to answer the question: Why did communication fail in this case? Each case identifies a different barrier to communication. List these on the board as they are discovered and discussed by the students. Supplement these cases with examples of your own to explain the various barriers to effective communication.

Obj. Prin. Activity--SUPPLEMENTARY

- 5 23 1. Divide the class into six groups. Each group takes a barrier to communication and plans a short dramatization of a situation that illustrates its barrier. Present the dramatization live or record it on video or audio tape and play it for the class. Class is to identify the kind of barrier presented.
2. Have each student write a report on a communication breakdown that occurred to him recently. He should analyze the situation to identify the nature of the breakdown, the possible causes that led to it, and ways in which it might have been overcome.
3. Explain that one of the barriers to communication is lack of understanding of terms used. We generally go to a dictionary to find meanings of words, but there isn't a dictionary to help the older generation understand all the words that young people use. With the students, write a "Hiptionary" for such words.
4. Using the filmstrip, "Rumor Clinic," conduct a rumor clinic. Ask six people to leave the room. Explain that only one of the six will have a chance to see the filmstrip. As he views it, he will try to remember all details and decide what is happening. At this time call in the second person; the first should relate what he has seen. Use a tape recorder to play back responses. Do the same for the remaining four people. After they have finished, open a class discussion on why the story changed. These barriers should become evident: people see what they expect to see; our interests and experiences influence what we see and tell; and our attitudes influence what we tell.

Obj. Prin. Activity--BASIC

6 24 Have students complete the Student Communication Log for one assigned school day and one assigned non-school day. These should be analyzed and, with the help of the teacher, a class profile of communication activity prepared. Have students compare their own profile with that of the class. After participating in this activity, have students discuss what they found out about their communication habits.

Obj. Prin. Activity--SUPPLEMENTARY

- 6 24 1. Have students discuss: Which of the types of communication do you enjoy most? Why? Which do you enjoy least? Why? In which activities do you think you need to improve the most?
2. Have the class interview each of the following occupations to find out how they spend their communication time: doctor, teacher, factory worker, housewife, waitress, secretary, janitor, lawyer, minister, college student, gas station attendant, grocery store clerk, pharmacist, nurse, model, journalist, radio announcer, businessman.
3. Have students locate the estimated number of radio and television sets in use throughout the world for the current year. Compare the number of sets in use in the United States with those in use in other countries. This information can be found in an annual almanac.
4. Divide the class into buzz groups and have each group discuss a specific way in which television is a force in our lives. Consider: newscasts, interviews, variety shows, commercials, documentaries, educational TV.
5. Conduct a class discussion based on these statements:
- a. The written word is not as direct, nor as simple as the spoken word, but it is more reliable and more dependable.
- b. After all, a bargain or an agreement is definitely more binding before the law if it is put down in writing. Therefore, we should spend more time developing our reading and writing skills than our speaking skills.

This activity could lend itself to a simple problem-solving debate.

Obj. Prin. Activity--BASIC

7 25-27 Have students discuss: What part of the Constitution guarantees freedom of speech? (First Amendment) Locate and read the First Amendment.
Have students discuss the meaning of the following quotation:

Today the world at large has to consider a serious situation, unparalleled history, unparalleled in history, where a few sick individuals, through verbal distortions, falsifications, identifications, etc., have trained a whole generation in a pathological use of . . . language. . . . This sick use of language affects, after all, the rest of mankind who read or even listen to gossip based on improper evaluation.¹

Who probably said this? Who was probably the intended receiver? Who does the source have in mind when he refers to a "few sick individuals"? What is meant by "pathological use" of language? Does this quotation apply to the world today?

Students may find that the quotation does apply to today's world events. Compare their reactions to the last question before and after they know the circumstances explaining the quotation.

Explain that our guarantee of free speech and the existence of conditions that call for the abusive use of language require that speakers and listeners be educated and informed.

Discuss how educated and informed we are today. While there may be variation among students, we might conclude that Americans in general, and junior high school students in particular, are not as educated or as informed on critical issues as they need to be. This can be pointed out by giving students a spot oral quiz on contemporary issues in government, education, religion, etc.

¹Alfred Korzybski, in his "Foreword" to Irving Lee's book, Language Habits in Human Affairs. New York: Harper and Row, Publishers, Inc. Copyright 1941. Permission received to reprint. Any reader of the book or student of semantics is the intended receiver. Men such as Hitler, Goebbels, etc., are "the few sick individuals" Korzybski refers to. The Nazis' abuse of language for abnormal and murderous ends is regarded as a "contagious disease" of the pathological use of language.

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| Obj. | Prin. | Activity--BASIC |
| 7 | 25-27 | Finally, prepare a list of responsibilities that speakers and listeners face in a democratic society. For the speaker, consider: (a) studying, gathering, and using correct information; (b) examining the issues openly; (c) revealing the reasoning that led to the speaker's particular stance; and (d) presenting the information and personal views as accurately and effectively as possible. For the listener, consider: (a) identification of speaker's purpose or motive; (b) perceiving the speaker's message thoughtfully and reflectively; (c) making independent judgments; and (d) revealing those judgments. Post the list on the bulletin board or ditto a copy for each person in the class. Leave ample space for additional "responsibilities" to be added throughout the course. |
| Obj. | Prin. | Activity--SUPPLEMENTARY |
| 7 | 25-27 | <p>1. Have students find as many examples of "irresponsible" speaking as they can. These can be examples of faulty reasoning, unsupported assertions, falsifying evidence, possible hidden motives, and misuse of language to achieve ends. Students should be prepared to tell in what way the speaker is "irresponsible."</p> <p>2. Discuss: To what extent should speech be free in the United States? Consider problems such as the following:</p> <ul style="list-style-type: none"> a. burning draft cards to protest the war in Viet Nam; b. shouting down the school principal when he explains his reason for extending the school year; c. a student in a school assembly shouting "fire!" as a joke; d. a local minister advocating the legalization of marijuana; e. a black student advocating a riot to protest poverty in a local ghetto; f. a right-winger refusing to pay his portion of taxes that support a university's "liberal" education; g. an SDS member who advocates rebelling against policemen because they are brutal; h. a student who yells obscenities at his teacher in class. |
| Obj. | Prin. | Activity--BASIC |
| 8 | 28 | Students complete the Speaking-Listening Inventory. They should be prepared to discuss it individually with the teacher. Results of their inventories should be compared with a class inventory that the teacher has prepared. |

Obj. 8 Prin. 28 Activity--SUPPLEMENTARY

1. Ask students to think about and analyze one of the problems listed below. They should be prepared to share their solution with the rest of the class. The talks should be recorded, listened to, and evaluated on the form provided by the teacher.
 - a. Rank the following people in order of importance to your community: fireman, policeman, mayor, school teacher, garbage collector, minister, merchant, farmer, electrician.
 - b. One of the worst floods in history threatens your community. You are ordered to evacuate in three hours. You may take just five possessions with you. Which ones would you choose and why?
 - c. All laws that require your attendance at school are abolished. Several choices are open to you for next year: travel in the Far East with your parents; learning a trade as an apprentice; going to the school you now attend; staying home but being free to do whatever you please; working in a store. Rank the activities in the order that you would most like to complete them.
 - d. You have seven tasks that you must do. Which would you do first and which last? Clean your room; do your school homework; mow the lawn; take care of a younger brother or sister; run an errand; write a thank-you letter to a relative; wash the family car.
 - e. Below are listed five volunteer agencies that could use your help. You have time to work only for three. Which would you choose and why? Red Cross, National Association for the Advancement of Colored People, Local Democratic or Republican Party, YMCA, local hospital.
2. Have students discuss one of the questions below or another problem that seems important to them in a small group. Record the discussion. Play it back for evaluation on the form provided by the teacher.
 - a. Should marijuana be legalized?
 - b. Should movies and books be censored?
 - c. Are morals in the United States declining?
 - d. How can the "generation gap" be bridged?
 - e. Should students have more choice in selecting school subjects they want?
 - f. How can minority groups in the school be made more a part of the community?
 - g. What problems do minority groups face in the community?

Obj. Prin. Activity--SUPPLEMENTARY

- 8 28 3. Have each student select a passage from a favorite story, introduce it to the class and read it aloud. Record the reading. Play it back for evaluation on the form provided by the teacher.
4. Show the film "Message To No One." After viewing, divide the class into five groups. Each group is to discuss and answer an assigned question:
- a. What steps in listening did the father leave out?
 - b. What steps in listening did the mother leave out?
 - c. What steps in listening did the daughter leave out?
 - d. What steps in listening did the son leave out?
 - e. If each had listened, how might the story have been different?
- Each group is to report its conclusions to the class.

UNIT 1. CRITERIA FOR EVALUATING THE LEARNING OBJECTIVES

OBJECTIVE 1:

The learning objective will be achieved when the student, individually, or as a member of a small group, formulates a diagram of the communication process.

OBJECTIVE 2:

The learning objective will be achieved when the student can identify the important milestones of communication history.

OBJECTIVE 3:

The learning objective will be achieved when the student, individually, or as a member of a small group, chooses a form of art--music, dance, drama, speech, or literature--and develops a presentation that shows the relationship of that form to the study of communication.

OBJECTIVE 4:

The learning objective will be achieved when the student can give examples--drawn from television, newspapers, speakers, and conversations with friends--of the different purposes of communication.

OBJECTIVE 5:

The learning objective will be achieved when the student can correctly identify the barriers to communication as presented in the handout, Barriers to Communication, and cite one barrier from personal observation.

OBJECTIVE 6:

The learning objective will be achieved when the student can complete a Communication Log and, through analysis with class members, compile a class profile.

OBJECTIVE 7:

The learning objective will be achieved when the student--following group discussion on "What part of the Constitution guarantees freedom of speech?"--prepares a list of responsibilities that speakers and listeners face in a democratic society.

OBJECTIVE 8:

The learning objective will be achieved when the student completes the Speaking-Listening Inventory and, after comparing and discussing his inventory in class, lists his goals for improvement.

UNIT I. ADDITIONAL ACTIVITIES

WARM-UP EXERCISES

1. This exercise is best used when students are not well-acquainted with each other. It is useful for pointing out non-verbal communication

Students are grouped in twos and each pair are to sit facing each other. They are instructed not to speak to each other until told to do so. Each is to have a pen and paper. On the paper students are to number from one to ten. Then the following instruction is given:

"Write a list of ten items to complete this sentence:
'I am'"

After each student has had sufficient time to complete the list, the next instruction is given:

"You are to write ten items to complete this statement: 'You are'"

After the pairs of students have completed the two lists of statements, they are to be given time to interact on the written statements. It is interesting to see how much we communicate about ourselves non-verbally.

2. The following exercise is also excellent for use in groups who are just getting acquainted.

Students are to work in dyads. The first student addresses his partner with, "Who are you?" The second student replies with a statement about himself. The first student then responds with, "Thank you." The second student then asks, "Who are you?" It is now time for the first student to make a statement about himself.

This may be repeated for ten or more times. The only verbal exchanges allowed are, "Who are you?" "Thank you," and the statement about oneself. This exercise is excellent for revealing self-concept.

UNIT I. MATERIALS

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MATERIALS

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- Wiseman, Gordon, and Larry Barker. Speech--Interpersonal Communication. San Francisco: Chandler Publishing Company, 1967.

ARTICLES, PAMPHLETS AND CURRICULUM GUIDES

- "Body Talk," Psychology Today (October, 1970), p. 45. (A game.)
- Colorado State Department of Education. Speech and Drama: A Guide for Secondary Schools in Colorado. Denver: Office of Instructional Services, Division of Elementary and Secondary Education, 1963.
- Communication. Teaching Aid/Series 2. Chicago: Field Enterprises Educational Corporation, 1960.
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MATERIALS

AUDIO-VISUAL

Record

The Mime Speaks Out. Marcel Marceau, the world's best-known mime, discusses all phases of his art and his own approaches to the world of mimicry. \$6.50

Caedon, D. C. Heath & Company
2700 N. Richards Avenue
Indianapolis, Indiana 46219

Filmstrips

Communication--Communication Ideas. 46 frames
University Film Service
36 W. 60th Street
Bronx, New York 10452

Effective Communication. Contains tapes, spirit masters, manual.
Subject covered: art of listening, awareness of feelings, speech mannerisms, body talk, attacking and defending.
Argus Communication
3505 N. Ashland Avenue
Chicago, Illinois 60657

Faces of Man. Filmstrip with record. Subject covered: diversity and beauty of faces, in expression, in particular features, in crowds. Deepens awareness of what can be seen in a face and the risk involved in communicating.
Argus Communication -- see above

Making Sense Visually. Filmstrip and teacher's guide. Subject covered: visual literacy as it develops from youth to adulthood. May be used to introduce body language and object language.
N.E.A. stock #178-02782
Association for Educational Communication
Technology
Washington, D. C. 20098

Perception. Filmstrip and record. Subject covered: perception and creative expression, sensory exercises.
Argus Communication -- see above

Roles and Goals. Filmstrip and record. Subject covered: roles and goals of individuals in human interactions. Discusses ascribed roles.
Argus Communication -- see above

Rumor Clinic. Subject covered: development of a rumor.
Anti-Defamation League
B'nai B'rith
New York, New York

Tele-Trainer Kit. Two telephones, manuals, filmstrips, records.
Subject covered: overview of communications. Manual serves as guide for interpersonal communication. Free loan.
Mountain Bell Telephone Company
660 Bannock
Denver, Colorado

MATERIALS

Tools for Communication. 59 frames, color, and record.

Cathedral Films
2921 West Alameda Avenue
Burbank, California 91505

Visual Fable, A. Filmstrip, record and discussion guide. Subject covered: visual literacy.

N.E.A. stock #078-02750 -- see above

16 mm Films

"Animals--How They Communicate." 11 min., color, CORF, 1966.

"Berfunkt." 10 min., color, Porta PE, 1964.

"Capture of a Smile." 13 min., color, CCM, 1969.

"Communicating Correctly." 13 min., color, MGHT, 1969.

"A Chairy Tale." 10 min., b/w, NFB:IFB, 1957.

"Communications Explosion." 25 min., color, CBS McG-H, 1967.

"Debt to the Past: Language and Communication." 17 min., color, Moody Institute of Science.

"Face-to-Face." 8-1/2 min., color, Mountain Bell.

"Focus on a Century of Communication." 30 min., color, Sponsor P. H. Glalfetter Company.

"The General." 27 min., b/w, SEF.

"Gold Diggers." 7 min., color.

"Here Is Tomorrow." 28-1/2 min., color, Mountain Bell.

"I.C.A. Shrinking World." 16 min., color, Mountain Bell.

"I Just Don't Dig Him." 11-1/2 min., color; also includes 24-frame filmstrip to aid in discussion and review.

"Incredible Machine." 15 min., color, Mountain Bell.

"Let's Play." 7 min., color, Encyclopedia Britannica.

"Message To No One." 25 min., color, Bureau of Audio-Visual Instruction, University of Colorado, Boulder 80302, distributors.

"Mood of Zen." 13 min., color, HP, 1966.

"Network." 14 min., color, Mountain Bell.

"A Night in the Peking Opera." 20 min., color, Radin Films.

"Perception and Communication." 32 min., b/w, UU, n.d., OSUMPD.

"The Process of Communication." 46 min., b/w, UU, 1966, OSUMPD.

"The Red Balloon." 34 min., color, Lamorisse:BFI, 1960.

"Talking With Dolphins." 15 min., color, NURD:NAC, 1969.

MATERIALS

"Visual Perception." 20 min., color, ETS, 1959.

"We Learn About The Telephone." 25-1/2 min., color, Mountain Bell.

"Your Communications Skills: The Exchange of Ideas." 11 min., color, CORF, 1969.

MATERIALS FOR DUPLICATION (Included with this Unit)

Communication Model

Student Bibliography

My Feelings About Communication

Barriers to Communication

Student Communication Log

Class Communication Profile

Speaking-Listening Inventory

Part I. Speaking-Listening Interests

Part II. Speaking-Listening Skills

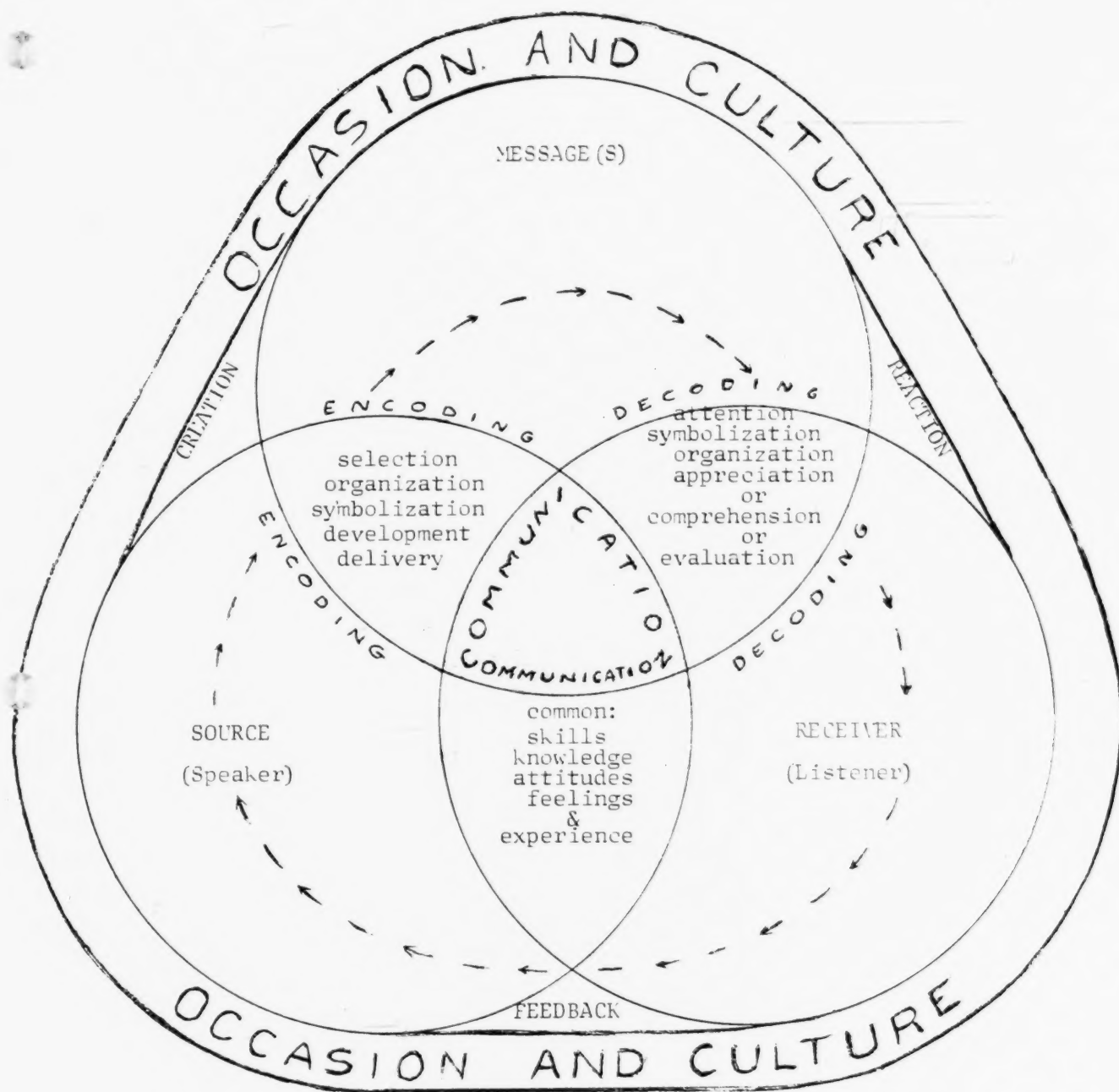


DIAGRAM FOR
JUNIOR HIGH SCHOOL COURSE IN
COMMUNICATION: SPEAKING AND LISTENING

UNIT I

STUDENT BIBLIOGRAPHY

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MY FEELINGS ABOUT COMMUNICATION

INSTRUCTIONS: Indicate below how you feel in each of the following communication situations by writing in the letter that best describes your feeling:

- a - I always enjoy it
- b - I usually enjoy it
- c - I sometimes enjoy it
- d - I seldom enjoy it
- e - I never enjoy it
- f - I have never participated in that kind of communication

1. Conversing informally:

with friends my own age _____
with strangers my own age _____
with adults I know well _____
with adults I do not know _____

2. Discussing a controversial problem:

with friends my own age _____
with strangers my own age _____
with adults I know well _____
with adults I do not know _____

3. Listening to a formal speech on a current problem by:

a friend my own age _____
a stranger my own age _____
an adult I know well personally _____
an adult I don't know personally _____

4. Listening to a television program that is:

a serious play _____
a comedy _____
a newscast _____
an interview or conversation _____
a political speaker _____
a variety show _____

5. Talking on the telephone to:

a friend my own age _____
a stranger _____
an adult I know well _____
an adult I don't know _____

6. Seeing a live play that is performed by:

students that I know _____
students that I don't know _____
adult actors I know personally _____
adult actors I don't know _____

7. Performing in a live play:

for students at my school _____
for students I don't know _____
for an adult audience _____

MY FEELINGS ABOUT COMMUNICATION

8. Reading aloud a story or prose literature:
to a small group of friends my own age _____
to a small group of strangers my own age _____
to a small group of adults I know _____
to a small group of adults I don't know _____
to a large group of students my own age _____
to a large group of adults _____
9. Participating in a club meeting that is conducted according to good parliamentary procedure. _____
10. Chairing a club meeting according to good parliamentary procedure. _____
11. Preparing and delivering a speech for a large audience that consists primarily of:
students my own age _____
adults _____
12. Speaking "off-the-cuff" to a small group of:
students my own age _____
adults _____
13. Interviewing:
a fellow student _____
an adult I know _____
a well-known adult I don't know personally _____
14. Debating an issue:
with a fellow student I know _____
with a student I don't know _____
with an adult I know well _____
with an adult I don't know _____
15. Writing:
a letter _____
an essay _____
a story _____
poetry _____
16. Reading:
the newspaper _____
a book of fiction _____
a book of fact _____
a short story _____
poetry _____

BARRIERS TO COMMUNICATION

See if you can identify the problem or barrier to effective communication in the situations described below:

1. Mrs. Evans, the English teacher, is reading a narrative poem to her eighth-grade literature class. The class is very interested in the poem because the plot contains a lot of action, and Mrs. Evans reads aloud with enthusiasm and appropriate expression. Only one of the students, Kent, who sits in the front row near Mrs. Evans, gets very little out of the reading. The noise outside from construction on the new wing to the school bothers Kent. He can't concentrate on the poem at all.
2. Mary is relating the following account of a weekend picnic to her friend Jane: "Jane, I had the most fantastic thing happen to me on Saturday. Cindy, Joan, Pat and I decided to go to the mountains for a picnic. I really preferred going to a movie, but Cindy and Joan suggested a picnic, and since they were more successful in persuading Pat to go to a picnic, I lost out. I was really mad about this at first, but when Andy said that Bill and some of his gang were camping near the spot we'd be going to, I changed my mind. (Don't tell anybody, but I'd walk ten miles out of my way to get a glimpse of Bill. He doesn't know I feel that way so keep it a secret.) . . . Anyway, we decided to go to this picnic where it all happened. Oh, you'll never believe this!! Oh, I forgot to tell you how we got there. I tried to get my brother Don to take us up in his new Mustang, and Mother said he wasn't home so I called him at Jim Burk's house and he wasn't there, and I tried Tim Best's, Frank Hemingway and Taylor Allerdice, but I couldn't get ahold of him so poor Joan's mother had to drive us up. She had just come home from the store so we were lucky to get her. Anyway, she drove us up and took twice as long to get there because she drives so slowly and she took a wrong turn once. . . ."

At this point Jane interrupts with, "Excuse me, Mary, I see Tina over there and I've got to tell her about our pep club meeting."

3. Mr. Henry is voluntarily attending a speech by a prominent historian. He is shocked when the speaker begins: "The-thank you, f-f-for that very ni-i-i-ce intro-tro-tro-duction. I-I-I am ha-ha-happy t-t-to be w-w-with y-y-you this evening. As M-m-m-mister Ch-chambero st-st-stated, I-I-I would like to discuss the or-or-origin and d-d-d-development of" Mr. Henry thinks to himself, "Well, I'll be darned. This guy can't even speak. How did he ever get to be so prominent? He's obviously overrated and can't tell me anything I want to know." Mr. Henry remains for the speech but he tunes out the speaker altogether.

BARRIERS TO COMMUNICATION

4. Two blacks were engaging in a discussion of ways to solve racial strife in the United States. The conversation sounded like this:

Bill C.: "Man, you don't know the half of it. The white man has suppressed the black man for too long. Our day is coming and when it comes there's going to be a lot of noise. The only way we can break our yoke of oppression is to not care what the white man thinks. We don't need 'whitey'--but he'll find he needs us. We'll build our own culture, our own economic system, our own religion and our own identity. That's what we need--our own identity. And it won't be on 'whitey's' standards either. Like, black is beautiful, man, not white. You know what I mean?"

Jack K.: "I know how you feel, Bill. I too feel like we've been held back, used and abused by whites, but your solution is all wrong. We'll never get along unless we work cooperatively and integrate with the whites. I want to be my own man, to think for myself, to live where I choose, to work to my best capacity, and I want to help our brothers and sisters to get ahead, but we can't and I don't want to do it alone. I want to do it within the framework of the country and government we live in. White man and black man can work together. If they don't, there's no future for any of us."

Bill C.: "You don't know what you're talking about. What the white man thinks and does is irrelevant. He doesn't care about me, so why should I care about him? Man, you really tear me apart with that cooperation and integration jazz. It's easy to tell you're not a black man! You're a 'Negro'!!!"

5. Mrs. James, a successful and well-liked first-grade teacher, with ten years of experience, is having a parent-teacher conference with Mrs. Stokes. Jimmy Stokes has been having some problems in learning to read. Mrs. Stokes listens to Mrs. James's explanation of the methods she employs in teaching the first-graders to read and then comments: "Well, it's obvious that the problem is not with my Jimmy. Jimmy is a very intelligent boy. Why, he said his first word, 'Mama,' when he was just six months old. That's proof positive that Jimmy is precocious. No, Mrs. James, I believe you are to blame. I don't think you use enough phonics to teach these children. I just finished reading Why Johnny Can't Read, and according to that book, if you emphasize phonics more, you won't have any poor readers. So you see, I know about how to teach reading, too, and I say the fault is yours, not Jimmy's!"

BARRIERS TO COMMUNICATION

6. Mrs. Bitts is no longer speaking to her next-door-neighbors, the Rays, since they have placed a sticker on their front door which reads, "We welcome neighbors of any race, religion, or nationality." A slogan also appears at the bottom of the sign, "Freedom of choice in housing for all people." Mrs. Bitts is greatly fearful of blacks, but she will readily admit that she has not had much contact with them. In fact, she was born and raised in a "restricted" community prior to moving to Colorado. Once, however, when visiting a large city, she was assaulted by a black and her purse was stolen. This frightening experience deepened her prejudice.

When Mrs. Bitts discussed the sign with the Rays they pointed out that it was foolish to generalize about all blacks on the basis of her one experience, but Mrs. Bitts stormed out of the house, saying, "That's all well and good for you to say. You have never experienced what I did. I know better. They're no good and they'll only decrease our property value with their filthy, criminal, ways."

7. Edward T. Hall writes the following account in his book, The Silent Language:

In the Middle East, Americans usually have a difficult time with the Arabs. I remember an American agriculturalist who went to Egypt to teach modern agricultural methods to the Egyptian farmers. At one point in his work he asked his interpreter to ask a farmer how much he expected his field to yield that year. The farmer responded by becoming very excited and angry. In an obvious attempt to soften the reply the interpreter said, "He says he doesn't know." The American realized something had gone wrong, but he had no way of knowing what.²

8. Miss Winkle, the English teacher, was collecting the themes that were due from her students. All except John completed the assignment. When she asked John, who was usually prompt in handing in work, why he had not completed the assignment, he argued, "You told us this was due tomorrow. I thought I had one more day."
9. When Jerry was asked how to get to the junior high school by a stranger in town, he replied: "You go about two or three blocks down this street and turn that way, then jog to the right, go 'kitty-corner' across the field, and walk down a stretch in front of the ball park and you'll see the school about two blocks from there. You can't miss it!"

²Edward T. Hall, The Silent Language. New York: Doubleday & Company, Inc. Copyright 1959. Reprinted by permission.

BARRIERS TO COMMUNICATION

ANSWER SHEET: For the Teacher Only

In guiding children to recognize the barriers illustrated, it may be wise to first discuss what constitutes effective communication. This does not mean agreement must take place between the speaker and listener. In his book, The Process of Communication, Berlo tells us that "all communication behavior has as its purpose the eliciting of a specific response from a specific person (or group of persons)."³ From the standpoint of the speaker, communication is "effective" if the listener responds in the manner intended by the speaker. But listeners as well as speakers have purposes in communicating too. From the listener's standpoint, communication is "effective" if his purpose in listening is realized. Therefore, ineffective communication results when the speaker's purpose and listener's purpose are incompatible. This is when communication breaks down. Discovering why it breaks down is the purpose of these brief case studies.

Answer to Situation #1: This is an example of poor listening skill. Kent, by being in the front row, has an advantage over other class members in that he can better hear Mrs. Evans. The general class interest indicates the content of the poem is interesting to most students and Mrs. Evans's excellent reading adds to this interest. It appears that Kent is easily distracted and has not learned to "tune out" distractions in order to focus on the speaker and the message.

Answer to Situation #2: Jane is disgusted and impatient with Mary's account and for good reason. Mary is a boring storyteller. She does not organize her account to maintain Jane's interest and she includes all manner of trivia or irrelevant details. She takes so many verbal detours she never does get on the main highway of her story. This is an example of poor speaking skill in organization of the message and failure to select and connect details with relevant main ideas or points.

Answer to Situation #3: It is true that the speaker is a stutterer and, therefore, does not possess one important attribute which we normally attach to a "successful" speaker--fluency. But more important is Mr. Henry's unfortunate attitude toward the speaker's defect. Mr. Henry is a poor receiver because he fails to give the speaker a chance. The speaker probably will have much valuable information for his audience, but Mr. Henry will miss it. He apparently regards the delivery of the message as more important than the content of the message.

³David K. Berlo, The Process of Communication. Copyright New York: Holt, Rinehart and Winston, 1960. Reprinted by permission.

BARRIERS TO COMMUNICATION

Answer to Situation #4: Obviously, these two men are in different camps. Bill is more aggressive, militant, and a separatist. Jack feels the "handicap" of being prejudiced, too, but he believes there's hope for whites and blacks to work together. Each man has a different attitude and in this case the attitudes toward whites are far apart. Bill is so emotionally tied up in his philosophy that he quickly communicates resentment toward Jack by referring to him in white man's language as a "Negro"--a degrading term in Bill's eyes. Thus, when two people hold attitudes that are in conflict with one another, a breakdown in communication occurs.

Answer to Situation #5: The problem might be attributed to conflicting knowledge or ignorance. Mrs. Stokes has just read a book on the teaching of reading. Moreover, it is a book that sparked controversy on the proper way to teach children to read. Mrs. Stokes unquestioningly accepts the book as the authority in reading instruction. This is an example of a little learning.

Answer to Situation #6: Mrs. Bitts is irrational and emotional about people of other races. First, her experiences with them have been limited. Second, a shocking, frightening, and emotional encounter has reinforced her already existing beliefs. Thus, Mrs. Bitts has had experiences which have led to the formation of deep feelings and emotions that are in contrast with the apparent experiences and feelings of the Rays. No amount of reasoning seems to work with Mrs. Bitts.

Answer to Situation #7: The answer is provided by Hall as follows:

Later I learned that the Arabs regard anyone who tries to look into the future as slightly insane. When the American asked him about his future yield, the Egyptian was highly insulted since he thought the American considered him crazy. To the Arab only God knows the future, and it is presumptuous even to talk about it.⁴

Thus, we have here an example of difficulties in intercultural communication. When people of different countries do not understand each other they too frequently blame the lack of understanding on "those stupid foreigners."

Answer to Situation #8: John decoded the teacher's message wrong. This is a matter of inaccurate listening. Since the other students completed the assignment on time, it is reasonable to assume that the fault in understanding was with John.

Answer to Situation #9: Jerry may know where the school is, but the stranger will never find it. Jerry needs to encode his directions more accurately. He takes too many verbal shortcuts and sacrifices clarity.

⁴Reprinted by permission.

STUDENT COMMUNICATION LOG

INSTRUCTIONS:

1. Briefly describe the activity that you were engaged in for each 15-minute interval listed under the "Activity" column.
2. In the next column, write an "L" if you were primarily listening; an "S" if you were speaking; an "R" if you were reading; a "W" if you were writing. If you were not doing one of these, write "N/C" for not communicating. Be sure you indicate only one of these for each activity and each time slot.
3. At the end of each day total the N/C time. Subtract this figure from the four hours of total recorded time to compute the total time spent in communication.
4. Compute the total time spent in listening, speaking, reading, and writing.
5. Compute the percentage of total recorded time in communication that is devoted to listening, to speaking, to reading, and to writing.

NAME _____

STUDENT COMMUNICATION LOG

SCHOOL DAY

DAY _____
DATE _____

Time	Activity	Type of Communication
7:00- 7:15		
8:00- 8:15		
9:00- 9:15		
10:00-10:15		
11:00-11:15		
12:00-12:15		
1:00- 1:15		
2:00- 2:15		
3:00- 3:15		
4:00- 4:15		
5:00- 5:15		
6:00- 6:15		
7:00- 7:15		
8:00- 8:15		
9:00- 9:15		
10:00-10:15		

NON-SCHOOL DAY

DAY _____
DATE _____

Time	Activity	Type of Communication
7:30- 7:45		
8:30- 8:45		
9:30- 9:45		
10:30-10:45		
11:30-11:45		
12:30-12:45		
1:30- 1:45		
2:30- 2:45		
3:30- 3:45		
4:30- 4:45		
5:30- 5:45		
6:30- 6:45		
7:30- 7:45		
8:30- 8:45		
9:30- 9:45		
10:30-10:45		

TOTAL RECORDED TIME: 4 hours

LISTENING TIME & PERCENTAGE _____ %

SPEAKING TIME & PERCENTAGE _____ %

READING TIME & PERCENTAGE _____ %

WRITING TIME & PERCENTAGE _____ %

N/C TIME & PERCENTAGE _____ %

TOTAL COMMUNICATION TIME & PERCENTAGE _____ %

TOTAL RECORDED TIME: 4 hours

LISTENING TIME & PERCENTAGE _____ %

SPEAKING TIME & PERCENTAGE _____ %

READING TIME & PERCENTAGE _____ %

WRITING TIME & PERCENTAGE _____ %

N/C TIME & PERCENTAGE _____ %

TOTAL COMMUNICATION TIME & PERCENTAGE _____ %

CLASS COMMUNICATION PROFILE

INSTRUCTIONS: To be completed by the teacher
for the class

1. Compute the class average percentage of recorded time spent in each of the activities--listening, speaking, reading, and writing--for the school day. Record this figure on the following page.
2. Compute the class average percentage of time the students do not communicate (N/C). Record this figure on the following page.
3. Compute the class average percentage of total time the students communicate. Record this figure on the following page.
4. Complete these same steps for the non-school day.
5. Duplicate the class profile and distribute to each student so that they may compare their own profile with that of the class.

Percentage of Recorded Time Spent in Listening, Speaking, Reading, and Writing

[illegible]

TOTAL C = TOTAL COMMUNICATION

SPEAKING-LISTENING INVENTORY

PART I. Speaking-Listening Interests

INSTRUCTIONS: Write your answers to each question in the space provided.

1. When you have free time, what do you like to do best? _____

2. What extra-curricular activities do you participate in? _____

3. What out-of-school activities do you participate in? _____

4. What kinds of movies have you most enjoyed lately? _____

5. What are your favorite television programs? _____

6. What are your hobbies? _____

7. What are your most favorite school subjects? _____

- Least favorite? _____

8. What occupation do you want to prepare for? _____

9. What kinds of things do you wonder about? _____

SPEAKING-LISTENING INVENTORY

10. Do you enjoy reading? _____
11. What kinds of materials do you most enjoy reading (e.g., newspapers, books, short stories, etc.)? _____

12. Name the five books you have read and most enjoyed recently. _____

13. Name the magazines you most enjoy reading. _____

14. In what states and foreign countries have you traveled? _____

15. What impressed you most in your travels? _____

16. What do you think are the most pressing and interesting problems that students your age face today? _____

17. What are the most pressing and interesting problems your community (city or town) and state face? _____

18. What are the most pressing and challenging problems the United States face? _____

19. What are the most pressing and challenging problems that are faced by the world? _____

SPEAKING-LISTENING INVENTORY

PART II. Speaking-Listening Skills

INSTRUCTIONS: Rate yourself in each of the following items as follows:

- 5 - Excellent
- 4 - Good
- 3 - Average
- 2 - Poor
- 1 - Inferior
- 0 - Never participated in the activity

1. In informal conversations and discussions:

- ☐ I listen attentively
- ☐ I seek to discover and overcome barriers to communication
- ☐ I am willing to contribute my own ideas
- ☐ I encourage others to express their ideas
- ☐ I discover the interests, capabilities, and motivations of others
- ☐ I evaluate information critically
- ☐ I explain and develop my own ideas fully
- ☐ I change my opinion when proven wrong

2. In giving a speech:

- ☐ I interest the listener in my topic
- ☐ I formulate and state my purpose clearly
- ☐ I make my organization clear for my listeners
- ☐ I develop my ideas fully
- ☐ My voice and articulation are adequate
- ☐ I use my body and other visuals to enhance communication
- ☐ I use a vivid but clear vocabulary

3. In listening to a speech:

- ☐ I identify the speaker's purpose
- ☐ I am interested in the speaker's topic
- ☐ I repeat each main point to myself
- ☐ I identify facts and opinions that support each main idea
- ☐ I do not over-react when I disagree
- ☐ I check the speaker's information following the speech
- ☐ I am not easily distracted

4. In oral reading:

- ☐ I enjoy the selection
- ☐ My introduction reveals understanding of the selection
- ☐ I understand the main idea
- ☐ I express the emotions and feelings of the selection
- ☐ My rate is appropriate
- ☐ My volume is appropriate
- ☐ My pitch is appropriate
- ☐ My articulation is clear
- ☐ I reveal my feelings in my facial expressions and use gestures freely

UNIT II. LANGUAGE AND MEANING

OBJECTIVES:

1. To FORMULATE A DEFINITION OF LANGUAGE.
2. To DIFFERENTIATE BETWEEN LANGUAGE AND MEANING.
3. To EXPLORE AND ANALYZE WHAT MAN CAN DO THROUGH THE EFFECTIVE USE OF LANGUAGE.
4. To IDENTIFY AND AVOID SEMANTIC TRAPS:
 - A. AMBIGUOUS STATEMENTS
 - B. ABSTRACTIONS
 - C. GENERALIZATIONS
 - D. "ALLNESS"
5. To DISTINGUISH BETWEEN FACT, INFERENCE, AND JUDGMENT.
6. To DEFINE DIALECT AND TO SOLVE PROBLEMS THAT DIALECT DIFFERENCE MAY CREATE IN THE COMMUNICATION PROCESS.

CONTENT: PRINCIPLES TO BE STRESSED AND OBJECTIVES THEY ARE ASSOCIATED WITH

Objective	Principle
1	1. Language is a term that we use to refer to an ARBITRARY SYSTEM OF SYMBOLS used in a given CULTURE to share experience of events.
1	2. Language is arbitrary because there is no logical connection between events and symbols or <u>symbol</u> systems used to represent events.
1	3. Language is a <u>system</u> in that, like all systems it: (a) has rules; (b) guarantees rights; (c) imposes restrictions; and (d) assigns different roles to its members.
1	4. Language symbols may be classified as verbal, as in the case of words, or they may be nonverbal, as in the case of gestures.
1	5. Language symbols may also be classified as vocal (sounds), graphic (pictures, prints, and writing), and gestural (facial expression and bodily movement).
1	6. Language reflects the needs of its <u>culture</u> and is most precise in the areas of importance to that culture.
1	7. Language changes as the culture changes.
1	8. Language is representational--it is used to represent the world outside of us (things and happenings) and the world inside of us (our interpretations and reactions to things and happenings).
1	9. Through language we discover what is similar in our individual experience of the same "outside" event and what is unique.
1	10. Time, space, and color are "silent languages" through which we communicate meaning.
2	11. Language is used to transfer meaning from one person to another.
2	12. Meaning is a term we use to refer to situations "with respect to which we use a word."
2	13. A single word may suggest many meanings.
2	14. The meaning we choose reflects our experience of the world in which we live.
2	15. Meanings are in people. Words in themselves have no meaning. The study of meaning is called <u>semantics</u> .

<u>Objective</u>	<u>Principle</u>
2	16. Words are not the things they represent (referents).
2	17. DENOTATION refers to the dictionary definition, which describes a common core of meanings held by most users of the word.
2	18. CONNOTATION refers to the meaning a particular individual or group of individuals associates with a word, and also to the individual's emotional response to the word.
2	19. Awareness that individuals may differ in their connotations of a word can help to minimize misunderstandings.
2	20. Clues to meaning can be found in context, in time, and in intonation patterns.
3	21. Through language we can communicate physical actions and emotions as well as words.
3	22. We can use language to convey (transfer) meaning, but we can also use it to block or distort meaning.
3	23. We can use language to reveal our attitudes toward other people, objects, and events, but we can also disguise our attitudes through language.
3	24. Through language we can "bind time"; i.e., we can learn from experiences of the past, record present experiences, and make predictions for the future.
3	25. Language helps us to classify and give order to the world around us.
3	26. Because language is continually changing, repeated clarification and explanation of words we use are necessary if we are to communicate effectively.
3	27. Language is bound by the time and place of utterance; what is appropriate and clear on one occasion may be inappropriate and unclear in another situation.
4	28. When a listener receives a meaning that is substantially different from the one intended by the source, misunderstanding occurs.
4	29. AMBIGUITY is the term we use to refer to the use of language that is subject to more than one interpretation in its context.
4	30. Ambiguity may result if the connotations of words suggest meanings that are contrary to those intended.
4	31. Ambiguity may result if symbols are used that the receiver and/or speaker do not understand.

<u>Objective</u>	<u>Principle</u>
4	32. Ambiguity may result if symbols used to communicate a message lack tangible referents.
4	33. Ambiguity may result if a speaker's behavior (nonverbal or paraverbal signals) suggest a meaning that is contrary to the meaning suggested by verbal symbols.
4	34. Ambiguity may result if the symbols used to communicate a message are out of logical order. (This is the source of much humor: "This bank makes loans to individuals of all sizes.")
4	35. Almost all language is ambiguous to some degree.
4	36. A message is ABSTRACT to the extent that it lacks tangible referents.
4	37. Words can be used at various levels of abstraction. (This refers to Korzybski's ladder of abstractions.)
4	38. Lower levels of abstraction allow us to understand one another better.
4	39. A GENERALIZATION is the application of a description of one item or individual to a group of items or individuals.
4	40. Generalizations are useful and necessary, but must be used carefully to avoid stereotyping.
4	41. Careful speakers identify their generalizations. "Since the Zappo gas stations I have visited have clean washrooms, I can probably expect to find clean washrooms in other Zappo gas stations"--NOT "All Zappo stations always have clean washrooms."
4	42. "ALLNESS" is a semantic trap into which the speaker falls when he indicates he has said "all there is to say" about a topic.
4	43. We can't say all about anything. (Minteer advises practicing the addition of "etc." silently or orally to produce consciousness of factors left out.)
4	44. An awareness of the "allness" trap enables us to remember that we abstract some details and omit others. Learning and understanding are blocked when we believe that we have said "all there is to say" about a subject.
4	45. Speakers and listeners will better understand one another if they: (a) use words that are familiar; (b) define words that are not familiar; (c) become sensitive to connotative meanings; (d) attempt to specify rather than generalize; and (e) realize that there is always more to be said on an issue.

<u>Objective</u>	<u>Principle</u>
5	46. FACTS are statements made about phenomena that are personally and socially observable and verifiable.
5	47. Facts can change with time. (U.S., 1948, is not U.S., 1972, is not U.S., 1980.)
5	48. INFERENCES are "hunches" about unknown phenomena; they are statements based on personal "guesswork."
5	49. JUDGMENTS are statements based upon our personal values; they tell us more about ourselves than about the phenomena we are observing.
5	50. Careful speakers and listeners separate and identify facts, inferences, and judgments.
6	51. A DIALECT is the language of a speech community. It consists of differences in pronunciation, word choice, and grammatical construction.
6	52. When we visit a speech community other than our own (a different geographic region or socio-economic class), we may discover that we speak a dialect.
6	53. It is not wrong to speak a dialect. We all do.
6	54. Differences in dialect may make understanding messages difficult because of: (a) different attitudes aroused by the dialect; (b) different pronunciation; (c) different word choices; or (d) different grammar.
6	55. When we are speaking with another person and find that his dialect is different, we should not conclude that his speech is inferior. Differences do not imply inferiority.

LEARNING EXPERIENCES: BASIC AND SUPPLEMENTARY STUDENT ACTIVITIES AND OBJECTIVES WITH THE PRINCIPLES THEY ARE PRIMARILY DESIGNED TO MEET.

<u>Obj.</u>	<u>Prin.</u>	<u>Activity--BASIC</u>
1	1-10	Discuss what a language is. Mention language of flowers, language of mathematics, dress codes, symbols of authority or status. Class should understand that a set of symbols of predetermined definition is a language. This activity could be carried out in small groups and a reporter chosen to bring group conclusions to class.

- Obj. 1 Prin. 1-10 Activity--SUPPLEMENTARY
1. Build a language from scratch. Small groups pretend they are shipwrecked on a desert island with no common language and must create word symbols to designate objects and functions for survival.
 2. Ask students how we might manage without any words at all. Students volunteer activities or functions which could be learned or performed with no oral or written communication.
 3. One student is sent from the room. Class agrees to a simple activity that another student will attempt to have the absent student perform with no recourse to language. How long did it take to get the message across? How was it done? How could more complex instructions be given? What would be our level of civilization with no language?
 4. Each culture develops words to express its important values. How many words can the class think of for snow? The Eskimos have many words for snow, but none for war. Why? How many words for car can students think of? Sedan, jalopy, wheels, etc. What does this tell you is important to us?

- 51 Obj. 2 Prin. 11-20 Activity--BASIC
- Working in teams of four or five, have students discuss the statement: "Definitions are in dictionaries--meanings are in people." (Or, "Words don't mean--people mean.") Students share and report back instances of confusion from their own experience in which variant meanings were held by members of a communication situation.

- Obj. 2 Prin. 11-20 Activity--SUPPLEMENTARY
1. Ask students to think of ways to describe a thin person (slender, skinny, scrawny, gaunt, etc.). Which would you like to be called? How would you describe a third person whom you liked? One you disliked? Which words would you say are complimentary (positive)? Which words are negative?
 2. Students, working in teams of two or four, develop word pairs of complimentary and uncomplimentary terms for the same concept:

odor: stink, aroma
discipline: regimentation, order
inexpensive: cheap, thrifty . . . etc.

- | | | |
|------|-------|--|
| Obj. | Prin. | Activity--SUPPLEMENTARY |
| 2 | 11-20 | <p>3. Students complete a "connotative declension" to emphasize positive or negative traits of concepts.</p> <p style="padding-left: 40px;">I speak fluently - you are talkative - he is gabby
 I am a free thinker - you are unorthodox - he is a radical
 I am a scholar - you study hard - she is a greasy grind
 I have old country charm - you have strange ways - he has alien beliefs</p> <p style="padding-left: 40px;">Once students get the hang of this, it becomes a popular game with constant contributions.</p> <p>4. Each student is to write a list of statements using the two words, "Happiness is . . ." as the beginning of each statement. It is fun to share these with the entire class.</p> <p>5. Give class a word association test, instructing them to write down an immediate one-word response to each word you pronounce. Words might be: cool, hip, grass, liberation, square, etc. Ask students to date the association. Would they have responded in the same way to grass in 1970? 1968? Discuss the implication of test results for speakers and listeners.</p> <p>6. Discuss changing definitions from one generation to another. Examine current and past slang expressions. Introduce students to books dealing with word origins and have them do some detective work to discover the original meaning for expressions like "not worth a tinker's dam," "run it up the flagpole," "go for broke," etc. (See bibliography.)</p> <p>7. If students have difficulty understanding that the word is not the thing, they may be helped by playing "A Rose By Any Other Name." A few students decide to call a few objects by another name: a book a rose, a pencil a cabbage, etc., and must then respond to questions. "What do you hold in your hand?" "A rose." "Would you rather write with a pen or a cabbage?" "A cabbage." Students should see that the object we write with functions equally well when called a cabbage, and that the word <u>pencil</u> cannot be used for writing.</p> |
| Obj. | Prin. | Activity--BASIC |
| 3 | 21-27 | <p>Working in pairs, students prepare a short oral description of something familiar-- a marshmallow, a rainy afternoon, school lunches, etc. Each student, without saying anything untrue, endeavors to create a positive or negative reaction, through word choice and selective detail. If possible, pre-tape presentation to eliminate nonverbal appeals, thereby encouraging audience to concentrate on words and details.</p> |

Obj. Prin. Activity--SUPPLEMENTARY

- 3 21-27 1. Have students watch for inflammatory newspaper headlines. If possible, compare the treatment given the same story in two or more newspapers. Is a difference in appeals evident? Which words make the difference? Which would you change to alter the connotation?
2. Show the class a movie or film strip on the development of language and its contribution to human survival. (See bibliography.) Or prepare a lecture based on "Language and Survival" of Hayakawa's Language in Thought and Action (Chapter I). Ask class to write or prepare short speeches on what students think their own lives would be with no language. What in our daily lives do we take for granted that is made possible by use of language? (Everything--almost.)
3. Hayakawa, along with Korzbyski, Minter, and other writers on semantics, believes that effective communication is of paramount importance for human survival in the atomic age. Does the class agree? Why or why not? Can language be a deterrent to the Bomb? How? Has language been effective in solving our problems up to this point? If it has failed, why?

Obj. Prin. Activity--BASIC

- 4 28-45 The class is probably in general agreement that: (a) language has been instrumental in human progress, and (b) communication is not as effective as it could be. Using buzz sessions, have students think of as many examples as possible of language failure or instances when they were tricked by words. Groups should keep list to classify these volunteered experiences as ambiguity, abstractions, etc.

Obj. Prin. Activity--SUPPLEMENTARY

- 4 29-35 1. Read a brief article from a current newspaper--one that is subject to a variety of interpretations. Ask students what they think the writer is saying. If a number of interpretations occur, the students may conclude that ambiguity is present. Define ambiguity according to Principle 29.
2. Read aloud from Ambiguous Statements to see if students can identify the reason for ambiguity in each case. Reasons given should correspond to Principles 30-34.

Obj. Prin. Activity--SUPPLEMENTARY

4 29-35 3. Ask students for statements purposely ambiguous. (Example: The diamond is hard. Her bridge is terrible. Keep off the grass.) Ask them for original ambiguous statements to illustrate the five sources of ambiguity mentioned in Principles 30-34.

4b 36-38 4. Define abstraction according to Principle 36. To illustrate levels of abstraction, ask students to draw a picture of a means of transportation. Drawings might include ships, flying carpet, roller skates, etc. Repeat, specifying land transportation. Drawings will tend to become cars. Ask students to write the maker's name of the car they would like to own. Class should see that differences of opinion increase as referent becomes more specific. Ask for discussion about application to political life. (See John Condon, Semantics and Communication, pp. 39-45, for specific abstract illustrations.)

4c 39-41 5. Read aloud "The Blind Men and the Elephant" by John G. Saxe. Discuss communication problems arising from generalizing from a limited perspective. How are generalizations used to stereotype thinking about an ethnic group or socio-economic class? The danger of generalizing is twofold: we fail to see differences, and we pre-judge a person or event, based on our limited experience. Ask class for personal experiences illustrating generalization.

4d 42-44 6. Define "allness" according to Principle 42. Ask a student to tell "all" about a simple classroom item--a paperclip or a pencil. Ask, "Is that all that can be said?" Students will exhaust form, color, chemistry, use, and eventually realize that each utterance contributes more words that must be explained and that there is no end to the description. When students understand that there is always more to be said, ask for application to such statements as: "I know all about it," "We lost because the referee was biased, that's all," etc.

4a,b, 45 7. Return to the lists saved from the basic activity and see how many experiences c,d can be put into one of the four categories studied. Ask for written or oral identification of examples provided by teacher of semantic traps.

Obj. Prin. Activity--BASIC

5 46-50 Show students a picture that you have clipped from a magazine. It should show a group of people engaged in some common activity. Then read aloud ten statements you have made about the picture. The students are to indicate whether the statements are true, false, or unknown. Statements formulated should be

Obj.

5

Activity--BASIC

based on inferences or judgments that one might draw from the pictures. They should not be facts, however; that is, they should not be based upon a description of what can be seen. The conclusion that students are to draw is that none of the statements can be said to be true from what they actually saw. If any statements are marked true, it is what the student inferred or judged and not what he saw. This point can then lead to differentiation between fact, inference, and judgment, as pointed out in Principles 46-50.

Obj.

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Activity--SUPPLEMENTARY

1. Ask students to make statements about school policy on some issue important to them: dress code, school lunchroom procedure, etc. After each statement, ask, "Is that a fact?" until students challenge inferences. Students should be led to see how few statements can be accepted as facts.

2. When we are not aware of differences between factual, inferential, and judgmental statements, we are likely to find problems such as: (a) establishing facts in courts of inquiry and courts of law; (b) developing low-income housing because of attitudes based on inferences rather than facts; (c) settling disputes between various members of the family. Ask students to think of three different situations in which a dispute arose over confusion between facts, inferences, and judgments. They should be prepared to share these in class.

3. With the class, develop a set of statements that illustrate how going beyond facts may lead to misevaluations. For example:

Fact - Jeremy was absent from school today.

Inference - I suppose he played hockey.

Judgment - That boy doesn't get enough supervision at home.

Fact - Mr. Hampton, our principal, refuses to change the dress code.

Inference - I suppose he doesn't like short skirts and long hair.

Judgment - Mr. Hampton is old-fashioned.

See how many the students can formulate. Ditto the contributions and dis-tribute to each class member.

4. Examine several newspaper or magazine display ads to identify statements of fact, inference, and judgment. What judgment is the reader asked to make? What is implied in the advertisement? What facts are stated?

5. Student groups might present short skits based on familiar situations in which one character speaks only facts, another constantly infers, and a third utters only judgments.

Obj. Activity--BASIC

Prin.
51-55

Discuss in class the different dialects you have heard in this country. If the teacher has a regional dialect map, various dialects can be located.

Have class listen to a teacher-made tape of nationally and locally known people to identify regional dialects. Included on the tape may be such personalities as John F. Kennedy, Martin Luther King, Jr., Dizzy Dean, Bill Cosby, etc.

Finally, have the class listen to another teacher-made tape of dialects that are found locally. Colorado attracts a variety of people from all over the nation, so this tape should show the many dialects found here. You should find that: (a) sometimes it is difficult to understand others because of dialects, but (b) we all speak a dialect and must learn to overcome the barriers that dialect differences create in communication.

(Holt, Rinehart, Winston includes an excellent record of American dialects in its teacher's edition of Language/Rhetoric I: The Oregon Curriculum.)

Obj. Activity--SUPPLEMENTARY

Prin.
51-55

1. Discuss the play "My Fair Lady." Play the selection "The Rain in Spain." Have several advanced students play a scene from Shaw's Pygmalion to dramatize the differences between standard and non-standard dialect in England.

2. Students can make short impromptu speeches in class which are taped. On play-back, listen for different dialects. Compile a "classroom dialect" directory that includes the following information on each student: name, number of years of residence in the community, names and locations of previous residences, some specific examples of the uniqueness of his dialect in terms of pronunciation, word choice, etc. Each student's differences should be accepted by the teacher. The purpose is to show that all of us speak a dialect. If there is little variety in the classroom, compare the class dialect with that of famous television personalities.

3. Have advanced students interpret the following: a story from Uncle Remus (South), a passage from Huckleberry Finn (South-Midland blend); "Death of the Hired Hand" by Robert Frost (North). Compare dialects and ask for clues of socio-economic status of speakers represented.

4. The selection Dialect Study in America may be used by the teacher as a guide for lecture or may be passed out to the students. References suggest available material for further study if interest and time permit.

UNIT II. CRITERIA FOR EVALUATING THE LEARNING OBJECTIVES

OBJECTIVE 1:

Learning objective will be achieved when the students, through class discussion and working in small groups, can name the characteristics of language that are stated in Principles 1-10.

OBJECTIVE 2:

Learning objective will be achieved when the student can define meaning and language and when he can present implications (for the speaker and for the listener) that are drawn from small group discussion of the statement, "Definitions are in dictionaries--meanings are in people."

OBJECTIVE 3:

Learning objective will be achieved when the student can give at least one example of each of the following uses of language: (1) communicating physical action; (2) communicating a mood; (3) conveying an honest meaning; (4) distorting true meaning; (5) revealing an honest attitude toward a person, object, or event; (6) disguising an honest attitude toward a person, object, or event; (7) solving a problem; (8) creating a problem; (9) binding time; (10) classifying the world.

OBJECTIVE 4:

Learning objective will be achieved when each student can correctly identify and clarify examples of (a) ambiguity; (b) abstractions; (c) generalization; and (d) "allness."

OBJECTIVE 5:

Learning objective will be achieved when each student can, in a written quiz, correctly define fact, inference, and judgment (see Principles 38, 40, and 41), and can, in the same quiz, compose an example for each type of statement.

OBJECTIVE 6:

Learning objective will be achieved when each student can state that dialect consists of differences in pronunciation, word choice, and grammatical constructions, and when, given teacher-formulated cases of dialect "problems," can, in small group discussions, pose alternative solutions that are more constructive than the ones cited in the teacher's cases.

UNIT II. ADDITIONAL ACTIVITIES

ASSUMPTIONS AND "ALLNESS" STATEMENTS

The following statements are to be given to the class. After the students have filled in their replies to the statements, have them work in pairs to compare answers and to arrive at a consensus of final replies.

Instructions: Suppose someone your own age made each of the following remarks to you. How would you reply? Write your answers on the sheet.

1. You can't do much to change the establishment.

Reply:

2. All blacks are activists.

Reply:

3. The Chicanos are worse than the blacks.

Reply:

4. Which of us five girls do you think is the smartest?

Reply:

5. All people over thirty are alike.

Reply:

6. I'll never be able to understand algebra.

Reply:

ASSUMPTIONS AND "ALLNESS" STATEMENTS

7. I hate you.

Reply:

8. Miss _____ is the worst teacher in the whole world.

Reply:

9. I am positive that it happened. I was there.

Reply:

10. You are stupid and always will be.

Reply:

11. Let me do it; I know how it should be done.

Reply:

12. Girls are smarter than boys.

Reply:

13. Joe is absent today; he must be skipping school.

Reply:

14. All long-hairs are groovy.

Reply:

ASSUMPTIONS AND "ALLNESS" STATEMENTS

15. He must use drugs. All his friends do.

Reply:

16. Mary made the honor roll. She never has any fun.

Reply:

17. Football players are all brawn and no brain.

Reply:

18. Tom doesn't go to church. He must not believe in God.

Reply:

19. Only boys are supposed to work in the yard.

Reply:

20. Only the "top" girls are cheerleaders.

Reply:

UNIT II. MATERIALS

BOOKS

- Board of Education of the City of New York. Nonstandard Dialect. Champaign, Ill.: National Council of Teachers of English, 1967.
- Bolinger, Dwight. Aspects of Language. New York: Harcourt, Brace, 1968.
- Carlson, Ruth. Enrichment Ideas. Dubuque, Iowa: William C. Brown, 1970.
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- Condon, John C., Jr. Semantics and Communication. New York: The Macmillan Company, 1966.
- Davis, A. L. (ed.). On the Dialects of Children. Champaign, Ill.: National Council of Teachers of English, 1968.
- Fabure, Don. Communications: The Transfer of Meaning. Beverly Hills, Calif.: The Glencoe Press, 1965.
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- Hall, Robert A., Jr. Linguistics and Your Language. New York: Doubleday and Company, 1960.
- Jenkinson, Edward B. What Is Language? Bloomington, Ind.: Indiana University Press, 1967.
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- Labov, William. The Study of Nonstandard English. Champaign, Ill.: National Council of Teachers of English, 1970.
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- Malstrom, Jean, and Annabel Ashley. Dialects--U.S.A. Champaign, Ill.: National Council of Teachers of English, 1967.
- Marckwardt, Albert H. Language and Language Learning. Champaign, Ill.: National Council of Teachers of English, 1968.
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- Minnick, Wayne C. The Art of Persuasion. Boston: Houghton-Mifflin Company, 1957.
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- Postman, Neil, and Howard Damon. The Language of Discovery. New York: Holt, Rinehart and Winston, 1965.
- Reed, Carroll E. The Learning of Language. New York: Appleton-Century-Crofts, 1971.
- Shuy, Roger W. Discovering American Dialects. Champaign, Ill.: National Council of Teachers of English, 1967.
- Shuy, Roger W. Social Dialects and Language Learning. Champaign, Ill.: National Council of Teachers of English, 1964.
- What Everyone Should Know About Semantics. A Scriptographic Study Unit. Greenfield, Mass.: Channing L. Bate Company, 1966.
- Whatmough, Joshua. Language: A Modern Synthesis. New York: New American Library, 1956.

ARTICLES, PAMPHLETS, AND CURRICULUM GUIDES

- American Dialect Society. Publications. Tuscaloosa: University of Alabama Press. Semi-annual.
- Herman, Deldee, and Sharon Ratliffe. Speech in the Junior High School. MSA Curriculum Guide Series. Skokie, Ill.: National Textbook Corporation, 1968.
- State of Iowa. English Language Arts Curriculum Series, K-12. Des Moines, Iowa: Department of Public Instruction, 1968.

AUDIO-VISUAL

Records

- Americans Speaking. Six long selections spoken by educated adults. National Council of Teachers of English
Champaign, Illinois
- Dialect. Contrasts dialects of high school students reading similar selections and includes such words as merry, Mary, car, greasy, etc. Provides inside covers to teacher's edition of Language/Rhetoric, I and II (1968).
Holt, Rinehart and Winston
New York, New York
- Our Changing Language. Twelve short selections spoken by junior and senior high school students.
McGraw-Hill
New York, New York

MATERIALS

Filmstrips

Speaking of Language. Two color filmstrips, two records, and a guide. This has a tongue-in-cheek script and humorous illustrations. Subject covered: Part I--origin of language from earliest times to modern language with its complexities. Suggests relationship between language and thought. Part II--stresses the similarity in interest and basic elements of all language--sound, sense, and system.

Guidance Associates of
Pleasantville, New York 10570

16 mm Films

"Alphabet Conspiracy." 60 min., color, Mountain Bell, 1959.

"Meanings Are In People." 24 min., color, BNA, 1967.

"Peace Is Ours." 11 min., b/w, Screen News Digest.

MATERIALS FOR DUPLICATION

(Included with this Unit)

Student Bibliography

Ambiguous Statements

Dialect Study in America

UNIT II

STUDENT BIBLIOGRAPHY

Chase, Stuart. Danger! Men Talking: A Background Book on Semantics and Communication. New York: Parent's Magazine Press, 1969.

Epstein, Sam and Beryl. The First Book of Words. New York: Franklin Watts, 1957.

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Laird, Charlton and Helene. The Tree of Language. New York: The World Publishing Company, 1957.

Pei, Mario Andrew. Invitation to Linguistic Research. Garden City, N. Y.: Doubleday, 1965.

Potter, Simeon. Our Language. Baltimore: Penguin Books, 1967.

AMBIGUOUS STATEMENTS

1. A girl is sick.

(Answer: Lack of context--Principle 33. This could mean anything from, "According to health statistics, a girl is sick at this very moment somewhere in the world," to "Mary Jane Adams cannot be with us today because she has the measles.")

2. Education is propaganda.

(Answer: Connotations of words suggest meanings that are contrary to those intended--Principle 32. Education IS propaganda if we take propaganda to mean an organized attempt to influence the thinking of others. Usually, however, we think of propaganda as an attempt to influence the thinking of others by short-changing critical thinking processes.)

3. America needs more patriotism!

(Answer: Patriotism lacks a tangible referent--Principle 34. Communicating concepts, like brotherhood, love, honesty, integrity, etc., is difficult because these terms are higher on the ladder of abstraction.)

4. Nancy is hoiden.

(Answer: The receiver does not know the meaning of the term hoiden--Principle 36. The word means rude.)

5. John is quite a student! He is improvident, dilatory, phlegmatic, and hebetudinous.

(Note: The passage says that John is lax, late, sluggish, and stupid! However, it should be read by the teacher to sound complimentary to John, to create the impression that John is an excellent student. Thus, this is an example of behavioral ambiguity--Principle 35--when one's manner of making a statement, or his behavior, is contrary to the meaning intended. Such ambiguity may be employed intentionally--and unethically--by disreputable speakers who seek to control the behavior of others without concern for how such control is exerted.)

DIALECT STUDY IN AMERICA

Studying regional and socio-economic dialects makes us aware of how rapidly our language changes. New words crop up in one area and spread; old words are abandoned in some areas and retained in others. The word "super-highway" was coined to describe a fairly recent development in transportation. What do you call a super-highway? If you are from Connecticut or eastern New York State, you probably call such a highway a "parkway." If you are from Pennsylvania, New Jersey, or Ohio, the word is "turnpike." In Michigan it is an "expressway," and Californians call it a "freeway."

What do you call the utensil you use to fry eggs? A frying pan, fry pan, skillet? If you call it a "spider," you are pegged as being from New England or the southern coast. (Spider because in the days when people cooked in the fireplace, this utensil had long spindly legs to fit over chunks of wood. Because New England and the coastal South were the first settled areas, many generations of cooks used the term "spider," and it remains among older people of those areas, even though the legs are gone and the cooking is done on a stove.)

Dialect geographers have been busy the past thirty years charting usage in different parts of the country. A trained person, listening to the words, pronunciation and rhythm you use, can tell not only where you live, but, in many cases, what part of the country your parents came from and their ethnic and educational background.

This is possible because we all speak a dialect. Pronunciation and word choice vary with geographic location, family background, interests, and occupation. The following sentence would lead a dialect geographer to spot the speaker as being from Cleburne County, Arkansas: "I disremember why the tads were bully-fighting, but their mothers skinned them right hard." Do you understand the speaker's meaning? Which terms seem strange to you? How would you express the thought of that sentence?

Dialect geography has been studied more thoroughly in the eastern part of the United States. Geographers are completing linguistic (speech pattern) maps for the rest of the country. Dialect geographers divide the eastern United States into three main dialects: the North, from Maine to the southern edge of Lake Erie and the northern half of Pennsylvania and New Jersey; Midland, from southern Pennsylvania and southern New Jersey, and south to western North and South Carolina; South, from eastern Maryland, south along the eastern seaboard and extending to the west half of Virginia.

These dialects were established by the colonial settlers who tended to come from the same counties of England and brought their speech patterns with them. Because communities were much more

DIALECT STUDY IN AMERICA

isolated, dialects developed which were different from other regions and also different from the original English dialect.

As settlers moved west, they carried their dialects with them. Our regional dialects are a blend of the influence of early settlers of our area and also reflect the impact of later migrations and events. Most of Colorado is a North-Midland mixture, with small "islands" of one dialect dominant in some areas. Radio, television, schools and highways all speed the blending of dialect patterns as we pick up a word here and a pronunciation or inflection there from a neighboring group of speakers.

As late as 1935, isolated communities in the Appalachians were speaking a dialect closely resembling Elizabethan English. The impact of radio, schools, and easier transportation has been felt in Appalachia, as it has in other parts of the country, but a few words and distinctive pronunciation patterns allow a trained linguist to spot a person who learned to speak in the Appalachians.

Although a combination of urbanization, industrialization, and education are quickly diffusing American English into one standard dialect, the language has been enriched by varieties of regional speech. We can borrow from several regional dialects and describe a short, heavy rain as a cloudburst, down-pour, squall, goose-drownder, gully-washer, trash-mover, down-spout, toad-strangler, or wood-floater. The large worms that appear after such a rain might be night-crawlers, night-walkers, dew-worms, town-worms, wigglers, john-jumpers, red-dogs, or angle-dogs. If we cut across a vacant lot with our worms on the way to the fishing hole, we could travel kitty-cornered, catter-cornered, catty-wampus, zig-zag, caper-cornered, or bias-ways. We might carry our lunch in a paper bag, sack, poke, toot or tote-bag. The dragon flies we'd see on the way are snake-doctors, snake-feeders, darning-needles, mosquito-hawks, spindles, sewing-needles, or snake-guarders.

Our choice of words depends on where we live and the choices made by people around us. We can change our speech if we wish, and we can begin to appreciate the richness of choice that regional dialects have given our language.

The National Council of Teachers of English publishes a series of dialect studies geared to the classroom. Highly recommended are:

Dialects--U.S.A. by Jean Malmstrom and Annabel Ashley. Champaign, Ill.: NCTE, 1963. Describes dialect differences and their causes; explains purpose and method of Linguistic Atlas; suggests literary selections illustrating American dialects; provides suggested class exercises and extensive bibliography.

Discovering American Dialects by Roger W. Shuy. Champaign, Ill.: NCTE, 1967. Stresses dialectic differences in pronunciation, vocabulary, grammar, and provides phonetic transcriptions of regional differences. Interesting word lists illustrate regional variants, historical reasons for place names, and student checklists of usage.

Social Dialects and Language Learning by Roger Shuy. Champaign, Ill.: NCTE, 1964. Stresses socio-economic and educational influences on dialects.

UNIT III. SPEAKERS AND LISTENERS: COMMON CONCERNS

OBJECTIVES:

1. To DEFINE ATTENTION AS IT RELATES TO THE SPEAKER AND LISTENER, TO IDENTIFY BOTH INTERNAL AND EXTERNAL FACTORS OF ATTENTION, AND TO APPLY THESE CONCEPTS TO ENCODING MESSAGES.
2. To ANALYZE THE EFFECT ATTITUDES HAVE ON THE ENCODING AND DECODING PROCESSES.
3. To LOCATE VARIOUS KINDS OF INFORMATION IN A VARIETY OF SOURCES AND TO INTERPRET THIS INFORMATION WITH ACCURACY IN THE ENCODING AND DECODING OF MESSAGES.
4. To RECORD IN A SYSTEMATIC WAY INFORMATION TO BE USED IN ENCODING AND DECODING MESSAGES.
5. To IDENTIFY, APPLY, AND USE VARIOUS PATTERNS OF REASONING IN COMMUNICATION WITH SELF AND WITH OTHERS.
6. To DEMONSTRATE SKILLS OF EFFECTIVE DELIVERY, SUCH AS APPROPRIATE PITCH, RATE, VOLUME, INTONATION, ARTICULATION, GESTURE, AND BODILY MOVEMENT AND TO DEMONSTRATE SKILL IN RECEIVING, ANALYZING, AND EVALUATING THE INFORMATION, REASONING, AND DELIVERY TECHNIQUES UTILIZED BY OTHERS.

CONJUNCT: PRINCIPLES TO BE STRESSED AND OBJECTIVES THEY ARE ASSOCIATED WITH

Objective	Principle
1	1. Attention is the process of selecting and focusing upon one particular stimulus.
1	2. Attention can be affected by: (a) external factors or (b) internal factors.
1	3. External factors of attention have to do with physical characteristics of the stimulus. They are: (a) intensity, (b) contrast, (c) novelty, (d) movement and change, and (e) repetition.
1	4. Internal factors of attention have to do with an individual's needs and wants. They are: (a) biological-hunger, thirst, etc., (b) physiological-safety, security, self-preservation, etc., (c) sociological-love, affection, group status, etc., (d) personal-self-realization, pride, personal achievement, reputation, etc.
1	5. Attention determines which stimuli the listener will react to; therefore, the speaker must make an effort to present stimuli that will gain and hold the attention of the listener.
2	6. Our behavior is influenced by attitudes we build as a result of past experience and past knowledge.
2	7. The speaker's attitudes influence the choices of topics, materials, and ideas that he communicates to his audience.
2	8. The attitudes of the listener toward the topics, materials, ideas, and the speakers he hears will affect his reaction to them.
3	9. The speaker assumes important responsibilities in discovering the ideas the subject demands, in adapting ideas to his audience and occasion, and in treating ideas honestly in light of his subject and his beliefs.
3	10. The listener assumes important responsibilities in discovering the ideas that are in the speaker's message and analyzing those ideas in terms of subject, occasion, and his own beliefs.
3	11. Ideas and information are available from several sources: (a) own experiences, (b) interviews, (c) radio, television, and motion pictures, (d) newspapers, magazines, journals, and pamphlets, and (e) books of all kinds.
3	12. The information used in communication may appear in several forms: (a) facts, (b) illustrations or examples, (c) quotations, (d) statistics, (c) anecdotes, (f) analogies, and (g) visual material.

Objective Principle

- 4 13. Information gleaned from any source should be systematically recorded in some form that will be immediately available and useful.
- 5 14. Information can best be used to communicate if it is arranged in some recognizable organization.
- 5 15. Forms of reasoning that may be used in the effective arrangement of information are: (a) generalizations or inductive reasoning; (b) reasoning from analogies; (c) cause-and-effect relationships; and (d) deductive or syllogistic reasoning.
- 5 16. Generalizations are conclusions drawn from similarities in a group of facts and are valid only as the facts they are based upon.
- 5 17. Reasoning from analogies is done by comparison. When objects, facts, systems, or ideas are shown to be similar in one respect, you may reason that they are alike in other ways too.
- 5 18. There are three kinds of cause-and-effect relationships: (a) effect-to-cause: you observe a certain known event or effect and seek to determine its cause; (b) cause-to-effect: you begin by proposing an event or cause that is known, then show that it will produce a certain effect; (c) effect-to-effect: from one known effect you predict another effect.
- 5 19. Deductive or syllogistic reasoning is reasoning from the general principle to the specific example. You start with a general principle that is known or can be proved and draw a conclusion about a specific case.
- 6 20. The speaker can enhance encoding of a message through the effective use of (a) pitch, (b) rate, (c) volume, and (d) intonation.
- 6 21. Distinct articulation helps the speaker encode more effectively and the listener decode more effectively.
- 6 22. Encoding a message is more effective if the speaker uses gestures, facial expressions and bodily movement which are appropriate to the message, audience, and occasion.
- 6 23. When listeners decode messages they: give attention to the speaker and his ideas; translate the ideas into language; organize the ideas; react to the ideas by appreciating them, and/or comprehending them, and/or evaluating them.
- 6 24. Listeners can enhance the act of communication by reacting to the message, either vocally or visually, thereby providing feedback for the speaker to act upon.

LEARNING EXPERIENCES: BASIC AND SUPPLEMENTARY STUDENT ACTIVITIES AND OBJECTIVES WITH THE PRINCIPLES THEY ARE PRIMARILY DESIGNED TO MEET

<u>Obj.</u>	<u>Prin.</u>	<u>Activity--BASIC</u>
1	1-5	Discuss internal and external factors of attention. Have students bring to class at least three advertisements from newspapers or magazines that they think use one or more of these factors to gain attention. They should be prepared to discuss why these factors gain attention. Ask each student to choose one or two of the factors he thinks would be most effective and write a one- to two-minute television or radio commercial using these factors. Students should be prepared to present their commercials to the class and to explain which factors were used and why.

<u>Obj.</u>	<u>Prin.</u>	<u>Activity--SUPPLEMENTARY</u>
1	1-5	1. Have students watch a number of TV commercials to determine the techniques used by advertisers to capture and hold their attention. List these techniques and compare them with the list of factors of attention found in the principles for this unit. Are the factors used internal or external? or both? Which factors seem most effective in the way they are used? Class should be prepared to discuss. 2. Ask students to imagine themselves seated in a busy cafeteria, auditorium, or bus. Ask: What kinds of interference would be present that would keep you from paying strict attention to what someone else was saying to you? Have each student write a short paper that would explain the different factors of attention that might be affecting such an act of communication. 3. Ask students to read the following statements and list the factors of attention they find that are used in each. a. Have you ever asked yourself if you could be a successful writer? The writer who is successful enough to turn professional finds a very satisfying life awaiting. There is the satisfaction of seeing a creation of your own in print. There is the pleasure of receiving praise from friends and acquaintances. There is also the very satisfying monetary reward that a successful writer may enjoy. b. "Enjoy a mountain vacation. Relax in your own cool summer cabin. Sleep peacefully in nature's own air-conditioned comfort. Come to the A Bar Z guest ranch this summer. We have facilities to fit your needs--one, two and three bedroom cabins. Do your own cooking or eat in our famous chuck wagon ranch-style dining room. Live and play your vacation in a friendly western atmosphere. Call 1-XXX-2232 or wire A Bar Z, Mountaintown, Idaho."

- | | | |
|------|-------|---|
| Obj. | Prin. | Activity--SUPPLEMENTARY |
| 1 | 1-5 | 3. c. "I'm glad you have given me this chance to speak here this evening because I have something to say which is important to all of you. This evening I would like to point out three problems in our community which should concern each of you personally. First, I wish to discuss a problem which threatens to ruin our city water supply. Second, and related to the first, there is an immediate threat of an epidemic of typhoid fever in our community. The third problem, unlike the other two, is very obvious. It is a question of what should our attitude be toward those who scoff at our city ordinances." |
| | | d. "To buy a pound of butter in New York, it takes 27 minutes of work; in Moscow over six hours of work. For a pound of sugar, 3-1/2 minutes in New York, 8 minutes in Moscow; for a quart of milk, 7 minutes in New York, 42 minutes in Moscow; for a dozen eggs, 25 minutes in New York, nearly three hours in Moscow" ¹ |
| | | e. "The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost." |
| | | "In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu." |
| | | "Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked Wake Island. This morning the Japanese attacked Midway Island." |
| | | "Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area." ² |
| | | 4. Ask students to try to recall the last time their message-encoding or message-decoding abilities were handicapped. Have each student pick one specific instance and try to list all the factors of attention that contributed to the difficulty experienced. |

¹From: Fundamentals of Public Speaking, 4th Edition. Donald C. Bryant and Karl R. Wallace. Copyright 1969. By permission of Appleton-Century-Crofts, Educational Division, Meredith Corporation.

²Franklin Delano Roosevelt, in an address to the nation, December 8, 1941.

Obj.

2

Prin.

6-8

Activity--BASIC

- To determine what part attitudes play in behavior, have students consider the following situations and prepare to discuss one or more of them informally with a small group of classmates. Ask a member of the group to list the alternative solutions or actions proposed by the group in each case. After these actions have been listed, discuss what attitudes might have caused the proposed alternatives.
- a. Suppose a self-confessed Communist has asked to use your school auditorium to give a speech. You are on the student body council which determines the use of school facilities by outside groups. What action would you propose?
 - b. The National Association for the Advancement of Colored People is conducting a membership drive in your community and you have been asked to join. What action would you take?
 - c. The local police force is attempting to establish better communication with the young people in the community by conducting a series of lectures in local clubs and organizations. Your father insists that you attend a meeting of his service club where the lecture is being presented. What would you do? Why?
 - d. A group of athletes from your school has been breaking training rules by smoking and drinking at parties held in the home of one of them. You know the coach would cut them from the football team if he knew about it. You also know the team would really have a hard time winning any games if this happened. What should you do?
 - e. Your hometown regularly becomes a summer hangout for so-called "hippies." The community is searching for a way to deal with the problems they feel this presents. It is decided to propose laws that forbid loitering in the street, begging, hitch-hiking, and establish curfew hours for anyone not a permanent resident of the community. You have been asked to vote on this proposal. How would you vote? Why?
 - f. Students in your school are unhappy about the food served in the cafeteria. Some of your classmates have tried to talk to the principal about this, but he said students don't understand the problem and dismissed their petition. What would be the best step to take at this point to see if something could be done to improve the food?

<u>Obj.</u>	<u>Prin.</u>	<u>Activity--SUPPLEMENTARY</u>															
2	6-8	1. Ask students how they go about labeling a man a conservative or a liberal. Have them write out lists of the general values and specific attitudes commonly ascribed to each. After students compare their lists with two of their classmates, have them decide on the points where they differ and agree. Their findings should be reported to the whole class with an explanation as to why there was or was not a difference between the lists prepared by the other small group members. 2. Ask students to study the following list and rank in order their acceptance of the source as being factual or true in any statements they might make regarding their place in society: <table><tr><td>a. minister</td><td>d. machinist</td><td>g. filling station attendant</td></tr><tr><td>b. teacher</td><td>e. doctor</td><td>h. shoe clerk</td></tr><tr><td>c. principal</td><td>f. lawyer</td><td>i. union leader</td></tr></table> Why do some of these sources seem more acceptable than others? Have students compare their rankings with those of classmates and determine why they might differ. Under what circumstances could a low-rated source change to a high-rated source? 3. Each student is to view himself as a listener to a conversation. One of the people in the room is dominating the conversation. He is very forceful in his opinion and is being very insistent that everyone in the room should agree with his stand that police should not be allowed to stop anyone for questioning without a warrant for that purpose. As a member of each of the following groups, what would the student's reaction be to this stand? <table><tr><td>a. local ministerial society</td><td>d. a seventy-year-old grandfather</td></tr><tr><td>b. local grocery store owner</td><td>e. a seventeen-year-old high school athlete</td></tr><tr><td>c. member of a hot-rod club</td><td></td></tr></table>	a. minister	d. machinist	g. filling station attendant	b. teacher	e. doctor	h. shoe clerk	c. principal	f. lawyer	i. union leader	a. local ministerial society	d. a seventy-year-old grandfather	b. local grocery store owner	e. a seventeen-year-old high school athlete	c. member of a hot-rod club	
a. minister	d. machinist	g. filling station attendant															
b. teacher	e. doctor	h. shoe clerk															
c. principal	f. lawyer	i. union leader															
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b. local grocery store owner	e. a seventeen-year-old high school athlete																
c. member of a hot-rod club																	
3	9-12	<u>Activity--BASIC</u> The class should be broken into groups of six or eight students each. Each group will choose a topic for an oral group report to the rest of the class. The information for these reports must come from at least three different kinds of sources. (Check Principle 11 for different kinds of sources.) Each source must be carefully credited in the report. Be sure that the report topic is something of interest to the audience and that the information used is appropriate to this audience.															

Obj. Prin. Activity--BASIC

3 9-12

As each group gives its report, the rest of the class should use the information analysis forms (student handout) to check the use of information in the reports. After each report, the group that has given the report should get the forms and check to see if the audience thought that its use of information was effective.

Obj. Prin. Activity--SUPPLEMENTARY

3 9-12

1. The teacher will prepare a presentation (either taped or read aloud) which comes from a famous speech. Have students listen to this presentation and answer the following questions:

- a. What was the speaker's motive?
- b. Did the speaker make clear when he was expressing opinion or fact?
- c. Did the speaker substitute opinion for fact?
- d. Did the speaker cite the sources of information used for this talk?
- e. In what way does this talk show that the speaker knew his material well?
- f. What factors of attention did the speaker appeal to?

If possible, use the recording of Martin Luther King's I Have A Dream.

2. Have students begin building a file of information by bringing to class two examples of each of the following forms of information that might be used in a speech at some future date:

- a. facts
- b. illustrations or examples
- c. quotations
- d. statistics

- e. anecdotes
- f. analogies
- g. visual material

3. Have students test their own ability in finding information in various sources by answering the following questions, giving the facts and the sources:

- a. What is the present U. S. government debt?
- b. How many people were killed or injured in automobile accidents in the U. S. last year?
- c. What is the "March of Dimes" and how did it start?
- d. Who was James Audubon, and for what is he best known?
- e. What is the fastest speed man has traveled on land?
- f. What is the average seasonal rainfall in your community?
- g. How many high schools are in your state?
- h. What was the per capita income in the U. S. last year?

Refer to Unit V, Principles 9-11, for further research questions and exercises

Activity--SUPPLEMENTARY

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| <u>Obj.</u>
3 | <u>Prin.</u>
9-12 |
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4. Ask students to choose one of the following general statements and attempt to support it through use of one of each of these types of evidence: statement of fact, quotation, anecdote.
- a. Abraham Lincoln was well-known for his sense of humor.
 - b. Automobile manufacturers have had problems that they are required to solve by calling cars in for repairs.
 - c. Smog is caused by several factors.
 - d. Oceanography is an increasingly important science.
 - e. Americans produce a large amount of solid waste material every day.
 - f. Unemployment in the U. S. might be considered a serious problem.
 - g. One of the fastest growing industries in the U. S. is recreation.
 - h. John F. Kennedy was an extremely popular president.

Activity--BASIC

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| <u>Obj.</u>
4 | <u>Prin.</u>
13 |
|------------------|--------------------|
- Ask students to carefully read the student handout, Information Bank. After they have done so, go back to Objective 3, Supplementary Activities 3 and 4. They should prepare a set of note or quotation cards that could be used to support one of the statements in Activity 4 and another set that could be used to answer five of the questions in Activity 3.

Activity--SUPPLEMENTARY

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| <u>Obj.</u>
4 | <u>Prin.</u>
13 |
|------------------|--------------------|
1. Students might be asked to begin building their own "Information Banks" now in order to build up a good supply of back-up material for future assignments. They could begin by browsing around in their school and town libraries or among books and magazines in their own homes. They should look for such things as analogies, anecdotes, facts, quotations, examples, statistics, pictures, charts, maps, graphs, well-worded phrases, or exceptional thoughts.

Activity--BASIC

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| <u>Obj.</u>
5 | <u>Prin.</u>
14-19 |
|------------------|-----------------------|
- Discuss the use of reasoning in communication. To aid in this discussion, give students the handout, Reasoning, to read. Then ask the students to test their ability to recognize patterns of reasoning in the following statements. They should list each one that is identified and tell why they think their choice of pattern is right.
- 1. Every lawyer must pass a state bar exam. Mr. Perkins is a lawyer, therefore, he must have passed the state bar exam.

- Obj. 5 Prin. 14-19 Activity--BASIC
2. If we elect Mr. Hawkins mayor of our city, we will have an honest city government for the next four years.
 3. The temperature is going down. It is going to snow tonight.
 4. There are enough similarities between the original thirteen American colonies of yesterday and the democratic nations of today to conclude that, if the colonies could establish and maintain a federal government, the democratic nations can do the same.
 5. The bass in Colorado bite on minnows. So do the bass in Kansas and in Nebraska. Therefore, it would seem safe to assume that all bass bite on minnows.
 6. All the courses that Mr. Brown teaches are interesting. At the present time, Mr. Brown is teaching American History. The present American History course is probably interesting.
 7. He gets the highest grades in school. He is going to be successful in later life.
 8. When we all accept each other as brothers there will be no need for civil rights laws.
 9. "Don't be afraid of those guys," said the coach. "They put their pants on one leg at a time, just like you. They cook their steak before they eat it, just like you. And, just like you, the thought of going out on that field has made them nervous."
 10. The rainstorm came this afternoon because I washed our car this morning.
 11. He lost his job at the garage because he was careless with their tools and lost several of them.
 12. Mr. Jones, the Principal at Lark School, has a college degree. So do Mr. Brown, who is the Principal of Park Lane School, and Mr. White, the Principal of Center School. It would seem that all school principals must have college degrees.

- Obj. 5 Prin. 14-19 Activity--SUPPLEMENTARY
1. Explain to students that the following statements have been selected because they appear to use the patterns of reasoning discussed earlier. However, some are fallacious. Students are to test each one for a possible fallacy, describe the fallacy if one is found, and write out its description.

Obj. 5 Prin. 14-19 Activity--SUPPLEMENTARY

- a. The Socialist Party had the smallest campaign fund in the last election; that explains why their candidates received the smallest vote.
 - b. Dr. Garfield was born in China and is eminently qualified to tell us about that country.
 - c. The people of Nevada are more law-abiding than the people of New York State. According to the World Almanac, Nevada has twice the area of New York, and yet averages only four murders a year, while New York has more than four hundred in the same period.
 - d. A recent study of children living in Los Angeles shows that they are almost an inch taller, age for age, than children living in San Francisco. Since San Francisco is noted for its foggy and cold weather, it is probable that the reason for the difference in development is the "golden sunshine" of southern California.
 - e. You see firemen playing checkers sometimes, but that doesn't mean you fire them and send them home. They might be vitally needed in the next few minutes. It's the same way with our army. We must maintain it at a safe level because we may need it, even though we don't have full work for all the soldiers all of the time.
2. After discussing the various patterns of reasoning, have students clip several editorials or columnists' statements from the newspapers or magazines and bring them to class. In groups of three to five members, they are to look for various forms or patterns of reasoning. How many fallacies can they find? Is the reasoning effectively used to support the stand made by the writer? All of these things should be listed and each group should report orally on what it has found.
3. Ask students to listen carefully to several radio or television commercials. They are to jot down the reasoning used, if any, and make notes if fallacious reasoning is found. Then they are to answer the following questions about each of the commercials:
- a. Is the reasoning used effectively?
 - b. Are there fallacies in reasoning? If so, what are they?
 - c. Does the ad seem appealing to you personally?
 - d. If so, why?
 - e. What other factors, besides reasoning, enter into the appeal of the ad?
- Ask students to describe as fully as possible each of the ads they are analyzing.

Obj.	Prin.	Activity--BASIC: A
6	20, 23	Each student should prepare a selection of prose, either from a novel or short story, or from an essay or speech. The selection should be one which seems to stress some variety of feeling, mood, or emotion. Students should read their selections for the entire class and try to exaggerate the mood, feeling, or emotion by exaggerating with their voices. To understand the use of the voice and its many facets, they should read the handout, <u>Your Voice</u> . As each student is presenting his selection, the rest of the class should be divided into analysis groups with each group responsible for analyzing voice usage in four or five of the presentations. The analysis should be made according to the handout, "Voice Analysis."
Obj.	Prin.	Activity--BASIC: B
6	21	Give the following exercise and instructions to the students: Speak the sentences listed below aloud. Be sure that you give each sound sufficient distinctness. a. Frank flew far from the favorite haunts of his friends. b. The thousands of thistles thronged in the tacket. c. Since I say so, so you shall sit. d. Crafty kangaroos kick cars carefully. e. Baby buggies with rubber bumpers barely budge when bumped. f. Terribly tall trees try to tangle their twigs together. g. Glorious geese gleefully gaggle. h. Many men mangle meaning notoriously. Take note of the combination of sounds that seem to give you problems. What can you do in communication to be sure you do not become misunderstood due to the misarticulation of some sound combination? When you recognize a sound combination you have trouble with, write several sentences that use that particular combination. Using a tape recorder, recite these sentences and play them back, listening for the troublesome combination. Keep working with the recorder until you feel you are tired, then stop. Short but frequent practice sessions will probably help you improve the use of these sound combinations much better than long sessions.
Obj.	Prin.	Activity--BASIC: C
6	22, 24	Have each student make up a brief message and write it out on a slip of paper. Then ask a classmate to communicate the message to the class without using words. He may use facial expression, gesture, and bodily movement. If, after

Obj. 6 Prin. 22, 24 Activity--BASIC: C

five minutes, he has not succeeded in getting the message across, give it to another person to try. Watch for any effect from audience feedback. After the class has had a few more minutes, if they do not guess the message, tell them and have someone in the class try to fit the words to his own interpretation of what the gestures should be. Let various members of the class work on this exercise. Make sure they respond to the suggestions of their classmates. Watch the process of feedback at work.

After doing this exercise, all members of the class should try to write out the description of what effect the feedback had on the person who was trying to transmit the message without the use of words.

Obj. 6 Prin. 20-24 Activity--SUPPLEMENTARY

1. Facial expression: Have the class experiment with the possibilities for expressing the following situations through changes of facial expression:

- taking medicine you find to be very bitter
- telling the local bully that you are not afraid
- reading a telegram which says you have won a large cash prize
- stepping on a nail
- sucking on a lemon
- suddenly realizing that you are going to be sick to your stomach
- discovering that the cup of hot coffee you are holding on your lap is leaking
- finding out that you have just been drafted
- arguing with the clerk in a store about the amount of change you have received from a twenty-dollar bill

Does the class agree in each case? Why do reactions differ? Are there certain expressions that everyone would accept for grief, rage, surprise, fear, and boredom? Try them.

2. Volume: Have the class read aloud the following pairs of sentences, giving greater volume to the underlined words. In what ways do these changes in volume change sentence meaning?

- I love you. / I love you.
- You are very tall. / You are very tall.
- The cat climbed the tree. / The cat climbed the tree.
- You have the book. / You have the book.
- Ask not what you can do for your country. / Ask not what you can do for your country.

Obj.

6

Prin.

20-24

Activity--SUPPLEMENTARY

- f. The ball was here. / The ball was here.
- g. How old is she? / How old is she?
- h. I gave the money to you. / I gave the money to you.
- i. Long stories are boring. / Long stories are boring.
- j. Run home. / Run home.

Discuss these changes in class and determine why they occur.

3. Pitch: Have students make up brief statements (about one minute or less) appropriate to the situations listed below. Sentences are to be delivered with pitch level and pitch changes suitable to the situation described.
- a. a mother soothing a five-year-old who has skinned a knee;
 - b. a fire-and-brimstone preacher trying to convert a group of sinners;
 - c. an airline pilot trying to talk a sky-jacker out of taking his plane;
 - d. an indignant customer in a store who has just been accused of shop-lifting;
 - e. a television announcer introducing an opera program;
 - f. a sports announcer on the eighteenth green describing a putt that has just been made--a putt that was just about to be made.

Notice that pitch changes do not operate independently. What did these situations tell you about the relationship between pitch and volume?

4. Rate: Ask students to deliver the following statements with duration appropriate to the meaning and underlying emotion:

- a. What do you mean when you say you think I can't be trusted?
- b. The night was cold and damp in the dark and endless swamp.
- c. All night long I could hear the footsteps overhead--step--step--step--step, first to the wall then back to the door, as if he were a great cat in a cage.
- d. The child was playing quietly in the street when the truck swerved around the corner, careening madly, bearing down with relentless force.
- e. Her high heels clicked, clicked, clicked angrily down the hall as she left the room in a rage.
- f. The peaceful scene seemed to be prolonged as the bright red sun slowly sank behind the distant hills.
- g. The rats gnawed hungrily at the wall, as if there were some dark purpose to their intent to enter the room.

5. Gesture and bodily movement: Have students present one-minute-long descriptions of one of the following processes or events, without using gestures or movement:

Obj. Prin.
6 20-24

Activity--SUPPLEMENTARY

- a. how to get to your house from the school
- b. tying a shoe string
- c. casting with a fly rod
- d. threading film in a movie projector
- e. serving a tennis ball
- f. opening a safe with a combination lock
- g. building a model car
- h. rug-braiding
- i. changing a flat tire
- j. fingering notes on a trumpet or clarinet
- k. or some other physical activity

Why do these descriptions seem incomplete? What is missing? Can audience members do these things after listening to the presentation? Discuss each presentation in class and determine what could have contributed to a more complete description.

6. Decoding: Students should prepare two- to three-minute oral presentations to be read aloud in class. These should deal with some topic of interest to the listeners. They should be very informative.

During the reading, each speaker will stop several times and ask various members of the audience to repeat the basic idea just discussed. This may show the class that many times they will be hearing and not listening. At the same time, the speaker may recognize that his thoughts are not being communicated because he is not using speech skills effectively. Discuss reasons for misunderstanding and suggest ways of improving understanding.

7. Decoding: Each student is to find a paragraph of about half a dozen sentences and prepare to read it to the class as effectively as possible. They should also prepare the following statements, based on the information in the paragraph:

- a. the central idea of the paragraph but expressed in different words
- b. a minor detail and a rephrasing of it
- c. a misrepresentation of the meaning of the paragraph
- d. a statement that is partially true and partially false about the paragraph

After each reading, ask the class to compare their notes on the paragraph with those of the reader. Ask them which of the statements are true and which are false as related to the paragraph.

UNIT III. CRITERIA FOR EVALUATING THE LEARNING OBJECTIVES

OBJECTIVE 1:

Learning objective will be achieved when the student can identify various factors of attention in newspaper and magazine advertisements and/or in radio and television commercials; and when the student can identify internal and external factors of attention as listed in the unit principles and use them in the assigned classroom presentations.

OBJECTIVE 2:

Learning objective will be achieved when the student is able to point out, either verbally or in writing, ways in which an individual's attitudes may affect the encoding and decoding of messages.

OBJECTIVE 3:

Learning objective will be achieved when the student can list various sources for information, such as personal experience, interviews, mass media, and books; when the student can list several forms of information, such as facts, illustrations and examples, quotations, statistics, anecdotes, analogies, and visual material; and when the student can show the use, either verbally or in writing, of various forms of information in the encoding and decoding of messages.

OBJECTIVE 4:

Learning objective will be achieved when the student can record information in a useful way so he can retrieve that information at short notice for use in other assignments.

OBJECTIVE 5:

Learning objective will be achieved when the student can list, verbally or in writing, patterns of reasoning, such as generalizations or inductive reasoning, reasoning from analogies, cause-and-effect relationships, and deductive or syllogistic reasoning; and can exhibit the use of these forms of reasoning in either written or verbal communication.

OBJECTIVE 6:

Learning objective will be achieved when the student can show through verbal presentations that he understands the appropriate use of pitch, rate, volume, intonation, articulation, gesture, facial expression, and bodily movement in the encoding of messages; and when he can show through verbal and visual feedback that he can receive, evaluate and analyze the information, reasoning, and delivery techniques utilized by others.

UNIT III. ADDITIONAL ACTIVITY

A LISTENING EXERCISE

Divide the class into small groups of five or six students. Instruct them that the purpose of this game is to sharpen their listening skills.

Rules of the Game

1. The student who initiates the discussion, or who makes a statement in response to a question from the teacher, is not to be interrupted until he has finished.
2. The student on his right is to repeat verbatim what the first student has said.
3. The second student may not speak further on the topic until the first speaker agrees that, in fact, the second speaker did understand him correctly.
4. After speaker #1 declares that he has been understood correctly by speaker #2, he may make further comments on the topic.
5. Speaker #3 then responds to speaker #2 and so on until everyone in the small group has had a chance to speak.

A good preface statement for the responding student is, "I understood you to say" This may seem a trifle stilted or contrived at first, but it does create an awareness of the need for mutual understanding before further dialogue is initiated.

UNIT III. MATERIALS

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"Listening Skills: An Introduction." 11 min., color, Coronet, 1965.

"More Than Words." 15 min., color, Straus, 1959.

"A Sense of Hearing." 10 min., color, Mountain Bell.

"Speech and Protest." 22 min., color.

"Speech Skills: Using Your Voice Effectively." 14 min., Coronet.

"Why We Listen." 6 min., color, Cahill Aims, 1966.

"Your Communication Skills: Listening." 11 min., color, CORF, 1969.

"Your Communication Skills: Speaking." 11 min., color, CORF.

MATERIALS FOR DUPLICATION

(Included with this Unit)

Information Bank

Information Analysis Form

Reasoning

Your Voice

INFORMATION BANK

An information bank is like any other bank in that it is a place to keep something until it is needed. Instead of money, however, the account in this bank is filled with information. When you have some information to put into this bank, it must be done in a particular way, just as there is a particular procedure for depositing money in the other kind of bank.

Information stored in an information bank must be recorded in some form that will make it immediately available and useful to you when you need it. This handout will suggest one possible way of recording information. It should be pointed out, however, that this is not the only way, but it is one of the more commonly used methods, and you may find it convenient.

An orderly system of note-taking is the first step. These notes are used to help you build a speech or essay when you have an assignment. Your notes should be recorded on stiff 4" x 6" cards. You can get these in most stores that handle stationery. A good system to follow is described below:

1. At the top of the card, write the identifying phrase, topic, question, problem or issue,
2. Center your notation, which should consist of a quotation, a summary in your own words, or a brief statement of fact relating to the topic,
3. Write direct quotations accurately, using the exact words and correct punctuation,
4. In making formal reference notes that will be sorted later, organized and worked into formal speeches or term papers, take full notes and identify sources.
5. In making informal reference notes for simple talks, use abbreviations, shorthand, or any other useful but readable shortcuts.
6. Identify the source at the bottom of the card: the author's name, specific location (book or magazine title), publisher, date of publication, and the page numbers on which it appears. Include brief facts about the author if authoritative proof is needed.

CONTENT OF SAMPLE NOTE CARD

Peaceful use of atomic energy

Project Plowshare: An account of the success of the AEC experimental program to determine feasibility of digging canals by nuclear explosion. Experiments listed; conclusions given.

Time (Jan. 31, 1964), p. 36

INFORMATION BANK

CONTENT OF SAMPLE QUOTATION CARD

Status Symbols: Color

"The Color Research Institute of Chicago has found--that people in the higher classes (higher income and higher education) favor muted and delicate colors, whereas the lower classes like their colors in brilliant hues and large doses. They particularly like the warm, bold reds and orange reds."

Vance Packard, The Status Seekers, p. 72
New York: David McKay Co., 1959
(A.B., M.A., Associate Member of
American Sociological Society)

Remember these additional suggestions:

1. Read your material critically; take time to think about it before putting it into note form.
2. Don't take notes sentence-by-sentence unless you have a direct quotation you want to use. Otherwise, you'll bog down in too much useless detail.
3. Look for the large unit of thought--the idea or central point of a paragraph, chapter, or article. Condense it in your own words.
4. Look for factual supporting material--dates, names, statistics, examples, and illustrations--that strengthen the main points.
5. Limit each card to a single item. You'll avoid confusion of ideas and clutter that way and make it easier to sort and arrange your note cards when organizing your material later.

INFORMATION ANALYSIS FORM

REPORTER _____

EVALUATOR _____

Place a check mark in the proper square each time the speaker uses one of the following types of information in his report.

														TOTAL
STATEMENT OF FACT														
ILLUSTRATION/EXAMPLE														
QUOTATION														
STATISTICS														
ANECDOTE														
ANALOGIES														
VISUAL MATERIAL														

Score the following statements by circling the numbers. 1 is very poor, 7 is very good. Score on the basis of appropriateness to subject of report.

The use of statements of fact was:	1	2	3	4	5	6	7
The use of illustrations/examples was:	1	2	3	4	5	6	7
The use of quotations was:	1	2	3	4	5	6	7
The use of statistics was:	1	2	3	4	5	6	7
The use of anecdote was:	1	2	3	4	5	6	7
The use of analogies was:	1	2	3	4	5	6	7
The use of visual materials was:	1	2	3	4	5	6	7

Answer the following questions by circling yes or no:

The speaker confused fact and opinion in his talk.	Yes	No
The information used in the report was effective.	Yes	No
The ideas were well adapted to the audience and occasion.	Yes	No
The speaker was careful to credit the sources of information.	Yes	No

REASONING

The process by which you examine information and reach a conclusion is known as reasoning. Although there may be many other variations, most authors talk about four kinds of reasoning. These are:

1. Induction or generalization: the formulation of a general truth on the basis of observation of specific data.
2. Deduction or syllogistic: the application of a general statement concerning a class to some specific member of the class.
3. Cause-and-effect relationships:
 - a. Cause-to-effect: examining a presumed cause and then predicting its probable effect.
 - b. Effect-to-cause: examining a presumed effect and stating its probable cause.
 - c. Effect-to-effect: examining a presumed effect and stating its probable cause and then predicting a probable additional effect of the stated cause; or, examining a presumed effect and assuming another effect which would reflect the same cause.
4. Analogy: the assumption that if X and Y are alike in certain ways, then other characteristics known to be true of X are also true of Y.

Examples

Induction: John received a smallpox vaccination in 1971.
Mike received a smallpox vaccination in 1970.
I received a smallpox vaccination in 1969.
Therefore, we are all immune to smallpox.

Deduction: All men are mortal.
Mr. James is a man.
Therefore, Mr. James is mortal.

Cause-to-effect: If the sun comes out from behind the clouds,
we will probably have a warm day.

Effect-to-cause: The lawn is drying up because I forgot to
water it.

Effect-to-effect: While hunting, I saw smoke. I headed for the
smoke because I assumed it was caused by fire,
and where there is fire, there is heat.

Analogy: Like the United Nations Charter, our Constitution
came from a free and sometimes bitter exchange of
conflicting opinion. The United Nations Charter,
like our Constitution, will be expanded and im-
proved as time goes on.

UNIT IV. COMMUNICATING IN SMALL GROUPS

OBJECTIVES:

1. TO IDENTIFY THE VARIOUS GROUPS TO WHICH ONE BELONGS AND TO RECOGNIZE THE PERVASIVENESS OF GROUPS IN SOCIETY.
2. TO DIFFERENTIATE BETWEEN CONVERSATION, DEBATE, LECTURE/SPEECH, AND DISCUSSION.
3. TO IDENTIFY AND USE THE STEPS OF ORDERLY PROBLEM-SOLVING.
4. TO ESTABLISH CRITERIA FOR EFFECTIVELY PARTICIPATING IN AND LEADING A PROBLEM-SOLVING DISCUSSION.
5. TO RECOGNIZE AND SOLVE PROBLEMS OF CONTENT AND INTERPERSONAL RELATIONS IN SMALL GROUP PROBLEM-SOLVING DISCUSSIONS.
6. TO RECOGNIZE THE TYPE OF PROBLEM WHICH GROUPS MIGHT SOLVE MORE SUCCESSFULLY THAN INDIVIDUALS.

CONTENT: PRINCIPLES TO BE STRESSED AND OBJECTIVES THEY ARE ASSOCIATED WITH

Objective Principle

- | | | |
|---|-----|---|
| 1 | 1. | Today society is viewed as a collection of interlocking and overlapping groups. |
| 1 | 2. | Society's most valuable resources are found in a multiplicity of groups--the home, school, church, business, and branches of government. |
| 1 | 3. | Group discussion may be used for two basic purposes: (a) enlightenment and/or (b) problem-solving. |
| 2 | 4. | All verbal communication has similarities: source, message, and receiver. |
| 2 | 5. | Not all verbal communication is problem-solving discussion. |
| 2 | 6. | Problem-solving discussion involves group interaction in which there is not a constant source/receiver relationship. |
| 2 | 7. | Problem-solving discussion is purposeful and systematic. It moves in an orderly fashion from consideration of a specific purpose-problem to consideration of a solution. |
| 2 | 8. | Discussion members are group-oriented. There is mutuality of purpose and members proceed according to the best interests of the group. |
| 2 | 9. | Casual conversation is a relatively unstructured communication activity in which the topic is likely to change and the purpose is primarily social. |
| 2 | 10. | Generally, casual conversation is not group-oriented. |
| 2 | 11. | Problem-solving discussion moves to debate when a speaker moves from inquiry to advocacy and/or searching with others for the best decision to unilateral pronouncements. |
| 2 | 12. | Debate is competitive. |
| 2 | 13. | The lecture/speech usually does not involve spontaneous verbal interaction because of a more constant source/receiver relationship. |
| 3 | 14. | The most effective decisions in problem-solving discussions are reached when members: (a) review their own knowledge and experience; (b) interview others; and (c) read. |

<u>Objective</u>	<u>Principle</u>
3	15. Materials for a problem-solving discussion satisfy the following questions: (a) Is there sufficient information? (b) Is the information clear? (c) Is the information consistent with other information? (d) Is the source of information reliable?
3	16. Criteria for choosing a discussion topic include: (a) timeliness, (b) importance, (c) controversy, (d) suitability to the group, and (e) limitation of time available for discussion.
3	17. The phrasing of a discussion topic considers: (a) phrasing as a question, (b) recognizing the three types of questions: question of fact--truth/falsity; question of policy--what should we do? question of value--how good or bad is X? (c) limiting the scope of the topic, and (d) avoiding "yes/no" answers since these automatically restrict the solution.
3	18. The problem-solving sequence includes: (a) definition of terms, (b) analysis of the problem, (c) collection and organization of facts, (d) consideration of various solutions, and (e) selection of the best solution.
4	19. Discussion participants (a) consider the welfare of the group, (b) assume a fair share of group responsibility, and (c) are concerned about the success of the discussion. Objectivity is necessary in the consideration of other viewpoints as well as honesty and openness in expressing agreement or disagreement.
4	20. Contributions to the discussion should be stated, developed, supported, and connected to the topic, or phase of the topic, under consideration. Listening to understand requires as much effort as speaking.
4	21. Leadership refers to behavior that helps a group clarify and achieve group goals. A good leader knows the problem well and is open-minded. Full consideration of all points of view is encouraged and sensitivity and respect are displayed toward all members of the group.
4	22. A discussion leader (a) initiates discussion--announces the purpose and any rules of procedure; (b) keeps the discussion orderly--makes sure the goal is understood by all, summarizes major parts of the discussion as it progresses, and concludes after everyone understands what the group has decided; and (c) encourages equal opportunities for all members to participate. Conflicts are focused on facts and issues and only mutually acceptable solutions are the goal.
5	23. "Communication breakdowns" may occur in the use of language: (a) <u>ambiguity</u>--may be understood in more than one sense; (b) <u>verbalism</u>--use of too many words to express an idea; and (c) <u>loaded language</u>--<u>emotionally-charged words</u>. (See Unit II for examples of <u>ambiguity</u> and <u>loaded language</u>.)

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|-----------|-------------|
| Objective | Principle * |
|-----------|-------------|
- 5 24. Communication breakdowns are also due to misuse of information during a discussion. (See Principle 15 for questions the student should ask himself.)
 - 5 25. Additional communication breakdowns deal with the way in which we reason. (See Unit III, Principles 14-19 for types of reasoning.)
 - 5 26. Other communication breakdowns occur because of problems in interpersonal relations. Some of the more severe breakdowns are due to the person who says:
 - a. Go Away. "This isn't worth considering." "It won't work." "I have better things to do."
 - b. I'm Better Than You. "I like to deflate the status of others."
 - c. Listen To Me. "I know all the answers." "Let me monopolize the discussion."
 - d. I'm A Playboy. "Did you hear the joke played on Pete today?" "Say, let's go down to the beach."
 - e. I'm Quiet. "I don't like to talk." "Sometimes it's because I'm very shy; however, sometimes it's because I'd rather let everyone else do the work."
 - f. I Don't Listen. "My name is Brouse and I never listen to what is said." "Why listen the first time when you can waste everyone's time by asking them to repeat what they've just said?"
 - g. I Have My Own Reasons. "I know what is on the agenda, but I have a hidden agenda (a purpose different from the group's)."
 - 6 27. Not all questions are resolved effectively in groups. Individual judgment is required in questions of personal ethics, in value judgments, and in determining action necessary to resolve those questions.
 - 6 28. An individual judgment may be researched, analyzed, subjected to data-gathering, etc., but the decision will be made by the individual concerned, not by a group. Time, efficiency, and integrity may be lost through confusing questions of individual judgment with those of group decision-making.

*In the preparation of materials for this Unit, a good deal of use was made of Halbert E. Gulley's Discussion, Conference and Group Process, 2nd ed. (New York: Henry Holt and Company, 1968).

LEARNING EXPERIENCES: BASIC AND SUPPLEMENTARY STUDENT ACTIVITIES AND OBJECTIVES WITH THE PRINCIPLES THEY ARE PRIMARILY DESIGNED TO MEET.

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| <u>Obj.</u> | <u>Prin.</u> | <u>Activity--BASIC</u> |
| 1 | 1-3 | Have students identify the groups they find in the home, school, church, business and branches of government. They should identify these groups according to their purpose (enlightenment and/or problem-solving). Given a class lecture/discussion, the students should be able to list the groups in each category and indicate whether the group functioned to enlighten and/or problem-solve. Have students put up a master list of the groups and their purposes on a bulletin board. |
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- | | | |
|-------------|--------------|---|
| <u>Obj.</u> | <u>Prin.</u> | <u>Activity--SUPPLEMENTARY</u> |
| 1 | 1-3 | <p>1. Ask students to bring to class a list of three books and three movies in which groups have played an important part. Have them compare their groups and draw up a master list in class which can be put up on a bulletin board. Ask students to decorate the bulletin board with appropriate visual aids.</p> <p>2. Ask students to look at newspapers and magazines and cut out articles which describe problems solved by groups. Have each student bring to class at least two articles which describe the problem solved by a group. You may want to ask students to compile a master list to put on a bulletin board and/or in a notebook to be kept for this unit of study.</p> <p>3. Divide the class into groups of five to seven students. Ask each group to discuss ways in which other groups have influenced their lives. Ask each group to present a dramatization of another group which has influenced their lives (singly or collectively). One group may pick the school board. Each member of the small group then would "play" a member of the board. The topic under consideration might be the final decision on the school dress code.</p> <p>Upon completion of the dramatizations, list on the board the groups that were selected by the class. Ask students to think of additional groups. Put the master list on a bulletin board and/or have the students add the list to their own notebooks.</p> <p>4. Ask students to keep a log of the communication-discussion activities they engage in during the course of a week. Explain that they should note: (a) the various groups in which they discuss, and (b) whether they engage in enlightenment and/or problem-solving discussions. Have them keep this record in their notebooks.</p> |

Obj. Prin. Activity--BASIC

2 4-13

Ask students to attend a meeting of one of the following and classify the communication as one or more of the following: conversation, debate, discussion, or lecture/speech. (a) school clubs (business meeting); (b) non-school organization (teen center, church group, etc.); (c) student council; (d) town meeting; or (e) community groups (Lions, Rotary, Junior Chamber of Commerce).

In class, ask students to discuss the communication patterns they found in these groups; in their notebooks, have each student list the group or groups he listened to and classify the various communication patterns involved. Have him discuss the various characteristics of each pattern (debate, discussion, etc.) with specific examples from the meeting he attended.

Obj. Prin. Activity--SUPPLEMENTARY

2 4-13

1. Ask students to attend a meeting of one of the above groups with another classmate. In class, ask each student separately to list the communication patterns found with specific examples from the meeting. Have each pair compare and contrast their answers.

2. Who Should Be Rescued? (Included with this Unit.) Divide the class into three groups--Group A, Group B, and Group C. Be certain to give the story and instructions for the "A" listing of passengers to all members of Group A; the story and instructions for the "B" listing of passengers to all members of Group B; and the story and instructions for the "C" listing of passengers to all members of Group C. Take every precaution against members of the three groups discovering at the outset that they have received different amounts of information on the handout sheets.

(You may wish to tape the exchanges of at least one group. The activity can be extended later to include listening to the tape and asking the class to determine to what extent the group members conversed, discussed, and/or debated.)

Allow the groups ten minutes to decide who should be rescued. Then ask the reporters to inform the entire class what their groups had decided. Encourage interaction among the reporters by allowing them time to justify their reports to one another.

a. How long did it take to discover that different quantities of information had been given to the different groups?

b. What were the reactions from the students? Why?

c. Did the reporters listen to one another?

Obj. Prin. Activity--SUPPLEMENTARY

- 2 4-13 3. Divide the class into pairs of students and have each pair reach a decision on the Agree-Disagree exercise (included with this Unit). When one pair has reached a consensus, ask the two students to join another pair (whether or not they have reached a consensus). When the class (or as many groups as time permits) reaches a consensus, ask students to what extent they engaged in discussion and/or debate to reach their decision. When did discussion become debate? What are the characteristics of discussion and debate? Have the students list in their notebooks their conclusions with specifics from class discussion of their groups.

Obj. Prin. Activity--SUPPLEMENTARY

- 2 11 1. Ask students to fill out the My Views sheet (included with this Unit). When they have completed the forms ask them to exchange sheets. Ask that the sheets be scored to indicate the number of answers that show strong agreement and strong disagreement.

Considering these scores, to what extent would each member of the class be able to participate in a general discussion? To what extent will a person with strong views be an effective participant in a discussion dealing with one of the questions from My Views?

Obj. Prin. Activity--BASIC

- 3 14-16 Ask students to complete the Getting Started sheet (included in this Unit) and to exchange sheets with a classmate. Then have students introduce one another to the class by focusing on answers to questions 1, 3, 7, 8, 9 and 14. Ask the class to guess who the person is on the basis of the answers to the questions.
- Ask students to pay particular attention to the answers to question 14 (suggested topics). After each student has been introduced, divide the class into small groups to consider the topics suggested. Each group should narrow topic choices to five or six. In considering the topics, make sure the groups consider Principles 14, 15 and 16. Make a master list of topics for future use.

Obj. Prin. Activity--SUPPLEMENTARY

- 3 14-16 1. Brainstorming--choosing topics: Brainstorming is a method for getting students involved quickly and productively. A problem is selected, a leader and recording secretary are appointed, and discussants are given the following instructions:

Obj. 3

Prin. 14-18

Activity--SUPPLEMENTARY

- a. You are to present possible discussion topics in a rapid-fire order from "the top of your head."
- b. Topics are not to be evaluated in any way.
- c. No one will be allowed to agree, discuss, or comment until all ideas have been offered.
- d. The recorder will write down all suggestions. When all ideas are in, the recorder will read the list aloud and the group will then explore the potential value of all suggestions.

After the group has brainstormed, ask members to consider Principles 14, 15 and 16 in order to choose the five or six best discussion topics. Make a master list of these topics for future use.

2. Ask students to consider the following list of topic areas and, during class lecture/discussion, decide which topics--according to Principles 14-16--would be best for discussion in class. (Add the chosen list to the one compiled from previous activities):

dress code	voting age	Chicano Power
drugs	sex education	Indian Power
conservation	generation gap	Student Power
alcohol	school curriculum and rules	mass media
cigarette advertisement	draft	population control
religion and the schools	Black Power	civil disobedience
grades and school		

3. Take the master list of suggested topic areas (see previous activity) and have the class vote on ten topics they think would be best for discussion. Divide class into small groups and have each group work on two of the topics, following criteria suggested in Principles 17 and 18. One member of each group reports back to the class as a member of a panel. This panel may become a logrolling discussion after initial presentation. (See Logrolling Discussion in materials for this Unit.)
4. "Junior Prom" and "Some Of My Best Friends" may be used as the basis for an Alter Ego Discussion. (See materials for this Unit.)

Obj. Prin. Activity--SUPPLEMENTARY

- 4 19 5. The teacher selects four people to play roles in "Junior Prom" (included in this Unit). They are given their names and instructed to take their seats in front of the class: the "teacher" behind a table and the three "students" facing her. Explain that they will hear themselves described in the story and then are to continue the discussion on their own as the characters in the story. When the story is read aloud, it is helpful to point to the person assigned to play each character so that both the role-player and other members of the class have clearly in mind who it is. When the story ends, the teacher leaves the question up in the air and the role-players take over.

When the role-players have found a solution, discuss with them and the class the extent to which they followed Principle 19. To what extent did the role-players: (a) define the problem; (b) analyze the problem; (c) collect and organize all the facts; (d) consider different solutions; and (e) select the best solution?

Instead of explicitly discussing Principle 19 after the group has come to a conclusion, another group might be prepared to enact another solution.

6. "Some Of My Best Friends . . ." is the script of a family argument focusing on a problem familiar to many American families. The argument is not resolved in the script; its solution is left to those reading the script, to the audience, or to both. The following suggestions for use are made:
- a. Assign parts to four members of the class and arrange the classroom as described under "setting."
 - b. To involve the rest of the class, divide it into four listening groups--one each for each character. Members of each group are to listen to the argument as though they were the characters. (A fifth group could consider Principle 19, trying to get an overall view and determining to what extent everyone was following Principle 19.)
 - c. If possible, tape the role-players, so that the class can refer to it during discussion of the issues raised.
 - d. After the script has been acted - out, each of the listening groups should meet with its role-player and advise him on the strategy to take next.
 - e. After consultation, resume the role-play to see if the family can work out a solution to the problem. To allow more participation, other students may be asked to take parts in the play.

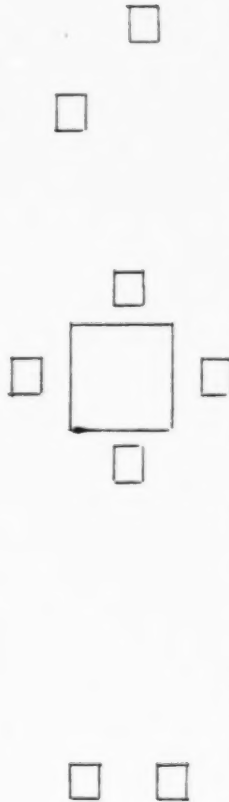
Obj. 4

Prin. 19 Activity--SUPPLEMENTARY

- f. The role-play ends when the family agrees on a solution or when the role-players acknowledge they cannot solve the problem.
- g. After the role-play, discuss the problem-solving sequence with the class. Play back the tape to the class. What problems are found? What assumptions were made by some family members that others did not share? What makes it difficult to follow an orderly problem-solving sequence? What is the solution to that difficulty?

Setting: Chairs and tables are to be arranged so that a cross-section of a house is suggested: the living room is on the left, the dining room in the middle, and the kitchen on the right. The living room has two chairs placed on the side; the kitchen also has two chairs. The dining room has a table with four chairs around it. The arrangement will look something like this:

Living Room Dining Room Kitchen



7. The Queen Is Pregnant (Approach A): Choose five to six members of the class to solve the problem in this activity according to Principle 19. Divide the remainder of the class into five groups to correspond with each step in the principle. When members of the decision-making group have reached a decision, have the other groups report on the effectiveness with which the decision-making group followed Principle 19.
- The Queen Is Pregnant (Approach B): Choose five to six members of the class to solve the problem in this activity. Divide the remainder of the class into five groups to correspond with the steps in problem-solving. Have these groups prepare to "teach" their steps to the decision-making group when it has reached a decision. (Group 1 should be asked to discuss how well the decision-making group defined the problem, etc.) The class might consider questions in the Problem-Solving Sequence (included in this Unit), or these questions might be introduced earlier.

Obj. Prin. Activity--SUPPLEMENTARY

- 4 19 8. The discussion topic "Cryonics" (included with this Unit) may be substituted for The Queen Is Pregnant, if desired, using Approach A or B.

Obj. Prin. Activity--BASIC

- 4-5 20-23 Included with this Unit are rating scale sheets: Participation Scale, Communication Behavior Scale, General Leadership Ability Scale and Specific Leadership Ability Scale. Have students fill out the sheets evaluating: (a) themselves, and (b) another classmate with whom they have participated in a discussion. Collect the sheets and discuss with individual students any major problem areas found. Then discuss in class the general problem areas indicated after evaluation of the sheets.

Divide the class into four groups and have each group focus its attention on one of the rating scales, drawing up a list of criteria/characteristics which will help them come to grips with what is meant by each of the categories. For example, what characteristics are involved when we say that an individual is concerned with the welfare of the group? When the groups have completed their lists, have them choose reporters to report their listings to the class. Open class discussion and ask students to draw up a list of the categories and characteristics for their notebooks. Also, post a master list on a bulletin board and decorate the board with appropriate visuals.

Obj. Prin. Activity--SUPPLEMENTARY

- 4-5 20-23 1. Choose five to six members of the class to consider the case-problem Bill (included with this Unit). The director of the institute will be the leader. Have the role-players try to reach a solution to the problem through following the problem-solving sequence. Ask the rest of the class to rate each role-player according to one or more of the rating scales (see previous activity). After a decision has been reached, ask several students to discuss their ratings of a particular role-player. Discuss the individual ratings with each student in a conference and speak of both strengths and weaknesses. Ask the class to come to some conclusions about general problem areas within the class and ways to overcome them.
2. For classes whose concerns are closer to home than the problems stated in Bill or Junior Prom, the discussion problem, Chuck's Allowance (included with this Unit), may be substituted.

Obj. 4-5 Prin. 20-23 Activity--SUPPLEMENTARY

3. Select two class members and send them from the room. After they have left, place two chairs at the front of the room: one is high chair, the other is low chair. Only the audience will know which is which. Ask for class agreement on an interesting topic which the class will use to interview the two absent class members. Explain that the two participants will be asked to be seated in the two chairs. Whoever sits in the high chair will be constantly questioned; the person in the low chair will be ignored. No one will ask the low chair for an opinion, and if he expresses one, he will be interrupted or his answers dismissed as worthless. No matter what the high chair says, his opinions will be valued. As soon as the point has been made, stop the questioning and ask the two students how they felt about the interview.

The class should understand why it is important to consider everyone's feelings and opinions in discussion. Quiet members may wish to contribute but often cannot because other group members do not allow him to do so.

Obj. 4 Prin. 21 Activity--SUPPLEMENTARY

1. (Approach A): The following is a helpful exercise for listening and organizing remarks in a discussion. Divide the class into small groups and assign them a task. As each person in the group speaks, the next person who wishes to speak must paraphrase what the speaker before him has said before he can say what he wants to. When the groups have concluded, discuss the problems they have had in paraphrasing. Some of the common difficulties are due to: (a) not listening, (b) too many ideas stated by the speaker, (c) speaker's ideas are ambiguous, and (d) the speaker has not organized his ideas.

Have students list the difficulties and their reasons in their notebooks. Post a master list of reasons on a bulletin board with appropriate visuals to illustrate the reasons.

2. (Approach B): Instead of dividing the class into groups, select a student to give an impromptu speech. (The topic might be "My gripe for today.") After speaking, the student is to choose another classmate who must paraphrase his presentation before giving the next impromptu speech. When the class has finished, discuss the problems arising in paraphrasing. (See directions for discussion under Approach A.)

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| Obj.
4 | Prin.
22 | <p><u>Activity--SUPPLEMENTARY</u></p> <p>1. To be good leaders and good discussants, students will become sensitive to and respect other members of the group. They will not focus on or be discouraged by weaknesses in other group members but will recognize strengths and use these to help the group achieve its goal. Two stories included with this Unit, "Winner Take All" and "Johnny Kotowski," display both strengths and weaknesses in their main characters.</p> <p>Choose students to read each story aloud and ask the class to list the weaknesses and strengths of each of the main characters. Possible questions for class discussion are:</p> <ol style="list-style-type: none"> a. Do other characters in the story recognize the main character's strengths as well as his weaknesses? b. To what extent do we sometimes ignore other people's strengths and focus on their weaknesses? c. Both Lucia and Johnny belittle themselves; do you think that others' re-actions toward their weaknesses may account for their own low self-esteem? d. What implications can be drawn for working in and leading a group? |
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|-------------|----------------|--|
| Obj.
4-5 | Prin.
22-23 | <p><u>Activity--SUPPLEMENTARY</u></p> <ol style="list-style-type: none"> 1. Ask students to fill out the form, <u>How I Feel About Leaders and Leadership</u>, included with this Unit. Discuss <u>their answers in class</u> and <u>decide on three or four principles that a leader should always keep in mind</u>. These should be listed in student notebooks and posted on a bulletin board with appropriate visuals to illustrate and reinforce their importance. 2. Using the sheet, <u>Characteristics of Three Leader Types</u> (included with this Unit), discuss in class the <u>leader types</u> and <u>their characteristics</u>. Ask them to attend a meeting (school club, Rotary, Junior Chamber of Commerce, etc.) and determine whether the leader is democratic, autocratic, or laissez-faire. Discuss their decisions with the students and ask them to determine five or six characteristics a good leader must have. Have these added to the list developed earlier. |
|-------------|----------------|--|

Obj. 5-6 Prin. 24-27 Activity--BASIC

Tape a discussion in class, on television, at school, or in the community and play it for the students. Divide the class into four listening groups and ask each group to listen for problems in one of the following areas: language, information, reasoning, or interpersonal relations. Students should be able to identify at least one problem in each of these areas. If they cannot, have them identify, for example, the good use of language.

Obj. 5-6 Prin. 24-27 Activity--SUPPLEMENTARY

1. Ask students to bring to class examples of communication breakdown in all four areas (language, information, reasoning, and interpersonal relations). Examples can be found in newspapers and magazines. Have students present brief statements to the class, identifying a problem they found, and its significance in communication breakdown.

Obj. 5 Prin. 24 Activity--SUPPLEMENTARY

1. Read the following excerpt from Alice in Wonderland to the class. Ask students to identify the ambiguous terms/statements. Discuss their choices and how ambiguity arises as well as the problem of oral versus written ambiguity. They should be able to recognize the greater possibility for oral ambiguity.

Here the Red Queen began again. "Can you answer useful questions?" she said. "How is bread made?"

"I know that!" Alice cried eagerly. "You take some flour--"

"Where do you pick the flower?" the White Queen asked. "In a garden or in the hedges?"

"Well, it isn't picked at all," Alice explained, "it's ground--"

"How many acres of ground?" asked the White Queen. "You mustn't leave out so many things."

2. Have students bring to class examples of loaded language found in newspapers and magazines. Select students to present two to three-minute speeches in which they discuss their examples and the possible effect of such loaded language on the listener/reader. Have examples posted on the bulletin board, using visuals to illustrate the language and its possible effect.

Obj. Prin. Activity--SUPPLEMENTARY

- 5 24 3. Loaded language usually "hurts" another person. Have a student read aloud "But Names Will Never Hurt Me" (included with this Unit). After the reading, the following questions might be asked: (a) Can you think of other "hurt" words that may offend minority groups? (b) How might such words affect their self-images? (c) What kinds of names hurt you or make you mad? (d) Why do you suppose people use such words? Students should recognize from this activity that: (a) there are a number of "hurt" words with which they may not be familiar; (b) that "hurt" words affect them; and (c) that an individual's self-image is in part a reflection of the way people react to him.
4. Divide the class into small groups, asking them to select two or three of the following statements and develop them into a speech to be given by one of the group's members. Students should be able to recognize the loaded language and how it can gain added effectiveness when put in context and spoken.
- a. You are a miser.
 - b. He is irresponsible.
 - c. He is a communist.
 - d. He is teacher's pet.
 - e. You don't like me any more.
 - f. He is an imperialist.
 - g. He's a "honky."
 - h. He believes in Black Power.
 - i. He's an intellectual snob.

Obj. Prin. Activity--SUPPLEMENTARY

- 5 26 1. Ask students to consider the following statement in which a man maintains that the younger generation is going to the dogs:

Last week two teenagers murdered a man in New York. Just two days ago a gang of teenagers clubbed a sixty-eight-year-old woman in Chicago. . . . This morning's paper tells of a gang of teenage car thieves discovered by the Los Angeles police. This shows what kind of teens we have.

Have the students identify the type of reasoning used by the man. What tests can be used to check the validity of this reasoning? Is it valid?

2. Have students find three samples of reasoning by example in newspapers and magazines. Ask them to clip out the articles and be prepared to deliver a short presentation in which they discuss the validity, or lack of validity, of their particular examples. These examples and the means used to determine validity should be included in their notebooks.
 3. Present the following hypothetical situation to the class: "Let's say you are discussing the dress code and someone else says that the dress code shouldn't be changed because they tried a new dress code at Smith High and it didn't work." Ask students to identify the type of reasoning employed. Have them list the questions that can be asked to determine the validity of the reasoning. Each student should be able to explain his answer.
 4. Have students find three examples of reasoning by analogy in newspapers and magazines. Ask them to clip out the articles and be prepared to deliver a short presentation in which they discuss the validity of their particular examples. These examples and the means used to determine their validity should be included in the student notebooks.
 5. Ask students to consider the following statements:
 - a. Herbert Hoover was elected President in 1928 and the depression began in 1929. Hoover caused the depression.
 - b. The way you dress causes good (bad) grades.What type of reasoning is employed? What questions do we need to ask concerning this reasoning in order to determine its validity?
 6. Have students find three examples of causal reasoning in newspapers and magazines. Ask them to clip out the articles and be prepared to deliver a short presentation in which they discuss the validity of their particular examples.
- Another approach is to have students, in addition to the examples of reasoning they have already collected, collect examples of each type of reasoning found in newspapers and magazines. Select students to participate in a panel discussion dealing with these examples. Panel discussants might also discuss the prevalence of "poor" reasoning and its implications.

Obj. Prin. Activity--SUPPLEMENTARY

- 5 26 7. Select a number of students to create a "true" story in which they focus on the types of reasoning. During the course of the story, characters should reason by example, analogy and cause, and be sure to include faulty reasoning. Ask listeners to write down at least two or three examples of faulty reasoning and be prepared to explain why they think the reasoning is faulty.

Obj. Prin. Activity--SUPPLEMENTARY

- 5 27 1. Select members of the class to role-play a discussion group that is either a board of education or a student council. Members have to make a decision concerning the school dress code. The following roles should be assigned (see Principle 27):

- a. Go Away
- b. I'm Better Than You
- c. Listen To Me
- d. I'm A Playboy
- e. I'm Quiet
- f. I Don't Listen
- g. I Have My Own Reasons

Include a role-player who is task-oriented and another to support him. The assigned roles should be kept secret from everyone--class and discussion group members.

After the discussion, ask the class if roles can be identified and ask the participants to express any feelings of frustration or conflict they experienced within their roles. The following questions might be asked:

- a. What effect does each role have on other people?
- b. What effect does each role have on the success of the group?
- c. What could a group member do to help a role-player become a better group participant?

2. Tape a discussion and have the class listen to it and identify roles listed in the above activity. Ask them to list the roles--and any others not covered in Principle 27--with the characteristics of each role. Students might be asked questions a-c, above.

Obj. Prin. Activity--BASIC

- 6 28 Using one of the class-suggested discussion topics from Objective 3, Supplementary Activity 2, provide half of the class with a fact sheet and a lecture. The other half of the class will have the fact sheet but will discuss the topic instead of hearing a lecture. Ask all students to submit suggestions for solving the problem after the lecture or discussion.

Obj. Prin. Activity--BASIC

- 6 28 During the next class session, read the suggested solutions, and ask for comments on which suggestions were better--those following the lecture, or those following the discussion. Students should be able to determine guidelines for deciding whether a given problem is better handled individually or in groups.

Obj. Prin. Activity--SUPPLEMENTARY

- 6 28 1. Ask students to comment, in class or as a written assignment, on whether each of the following questions is better answered by a group or by the individual; if by a group, the group should be specified.
- a. Should I ask my friend in Montrose to spend the weekend with my family?
 - b. Which movie should I go to on Friday night?
 - c. Should I join the basketball team?
 - d. Should I ask the new student to eat lunch with me?
 - e. What kind of project should my Scout troop work on next?
 - f. Should I sign Egbert's petition to run for student congress?
 - g. Should I ask my math teacher to justify a grade I feel is too low?
2. Ask a group of four to five students to role-play a discussion of a question that obviously should be solved through independent judgment--for example, should I wash my hair tonight? Ask the class to analyze the discussion according to the principles of Objective 3 and comment on the quality of the discussion.
3. Divide the class into several groups of five students and three individuals to work outside the groups. Provide a complete set of the "Scrambled Squares" puzzle to each group and each individual. (A guide for cutting the puzzle pieces is included with this Unit.) Groups and individuals are to form five equal squares from the puzzle pieces. Although several combinations of pieces can be used to form any four squares, only the correct combination will result in five squares. One member of a group may form a puzzle square using the incorrect combination, which makes the puzzle solution impossible. He must be persuaded to give up his square so that the pieces can be re-assembled in the correct manner. With a stop-watch, time both individuals and groups. Students should be able to establish criteria for determining when group participation is most efficient and when individuals work most effectively on their own.

UNIT IV. CRITERIA FOR EVALUATING THE LEARNING OBJECTIVES

OBJECTIVE 1:

Learning objective will be achieved when the student is able to identify at least three groups to which he belongs and at least three groups which play an important part in business and the various branches of government.

OBJECTIVE 2:

Learning objective will be achieved when the student is able to list two distinguishing characteristics of conversation, debate, discussion and the lecture/speech.

OBJECTIVE 3:

Learning objective will be achieved when the student is able to identify and use properly the five-step problem-solving sequence.

OBJECTIVE 4:

Learning objective will be achieved when the student is able to list at least three characteristics of a good participant and a good leader. In addition, the student will be expected, in a discussion, to display at least three characteristics of a good discussant.

OBJECTIVE 5:

Learning objective will be achieved when the student is able to identify problems of language, information, reasoning and interpersonal relations and evidence in an actual discussion and demonstrate his ability to overcome these problems (or as many as you think reasonable for him to overcome).

OBJECTIVE 6:

Learning objective will be achieved when the student is able to provide a criteria for determining which problems are best resolved individually and which by groups, and can furnish examples of each.

UNIT IV. ADDITIONAL ACTIVITIES

WARM-UP EXERCISE

Instruct students to pick someone in the class whom they do not know well but would like to know better. Partners may be assigned if necessary.

After the partner selection has been made, tell them, "I am going to give you some questions. You are to think about each question for two minutes. When I give the signal, you are to commence dialogue with your partner."

After partners have had sufficient time to discuss the topic, give them another and repeat the interaction procedure. Whenever advisable, partners may be changed.

Suggested Topics

Describe your best friend.

What traits make a perfect friend?

What was your most exciting experience?

What was your worst experience?

What individual has made the greatest impact on your life?

What was the most tragic moment in your life?

What are the good qualities of your mother or father?

ADDITIONAL ACTIVITIES

THREE POEMS

The following poems are winners in a teenage poetry competition sponsored by Youth Magazine.¹

Some classes seem to need to talk out personal problems more than do others. The use of these poems or others may encourage openness in discussion by involving students in the problems of growing up.

The Cry of the Teens

I am here.

*material deleted due to
copyright restrictions*

and I'm crying. ife,"
--Pat Werkman

Antiquity

Old age, she thought, can I have reached it?

*material deleted due
to copyright restrictions*

A decaying matron of seventeen.
--Susan Schwenk

¹Reprinted with permission from YOUTH Magazine, 17 (August, 1966), national publication for teenagers, United Church Press.

ADDITIONAL ACTIVITIES

Truths

I thought my

*material deleted due
to copyright
restrictions*

laugh?

--Chris Husted

ROLE-PLAYING DEMONSTRATION

All of us assume a role in any given situation or setting. The role is not always the same; sometimes it is ascribed to us by other members of the group. We tend to enact the role others seem to expect from us. While this expectation is seldom verbalized, we perceive it, nonetheless, at a nonverbal level or indirectly.

Instructions: An entire class period should be allowed for the following demonstration in order that players might have time to "come down."

1. Select five players from the class and give them a topic to discuss before their classmates. Send them into the hall or to the back of the room and ask them to jot down on paper their thoughts regarding the topic.
2. Assign five students from the rest of the class to serve as observers; each observer to record on paper the behavior and reactions of a particular role-player.
3. Explain to the class and to the role-players that each role-player will wear a headband labeled with a personality type or role. The player wearing the headband is not to see or be told what his label says. Others in the group are to interact with each player according to the label he is wearing.

ADDITIONAL ACTIVITIES

4. Distribute the headbands to the role-players and seat them in chairs at the front of the room. Arrange the chairs in a semi-circle so that role-players can see each other. At a signal they are to start discussing--remembering to respond to one another according to the headband labels.

Suggested labels: "comic," "stupid," "genius," "boss,"
"helpless," etc.

5. Stop the discussion after 15-20 minutes.

Questions for the role-players:

- a. Did you become aware of the role your group assigned to you?
 - b. How comfortable did you feel in your role?
 - c. What changes in your body did you feel?
 - d. Did you feel nervous or frustrated?
 - e. Did you physically want to leave the group?
6. Ask the observers to report to the group.

Questions for the class:

- a. What changes did you observe in the role-players?
- b. When do you think the role-players guessed the label on their headbands?

I COUNT/YOU COUNT

Instructions:

1. Divide the class into groups of four. One member of each of the groups is to play one of the following roles in a family: father, mother, daughter, and brother. Each family-member is then to choose or be assigned an additional role according to which he is to act and react: "I count," "I don't count," "we neither count," or "we all count."
2. If, for example, the father also has the "I count" role, his dialogue would indicate self-assuredness, pride, etc. The person playing the role of "I don't count" would be submissive, lack self-confidence, etc. The person playing the role "we neither count," might display an attitude of "Oh, what's the use? It really doesn't matter," while the person playing the role of "we all count" would be self-confident and demonstrate consideration for all members of the family-group.

Possible topics:

How shall we spend Sunday afternoon?

How shall we spend Dad's \$500 bonus?

Who gets to use the family car tonight?

ADDITIONAL ACTIVITIES

LOGROLLING DISCUSSION

Logrolling community sings were popular during the first half of this century in southwestern regions of the United States. People got together for the fun of harmonizing. As a baritone or tenor tired or hit a wrong note, another baritone or tenor would take his place until he, too, was rolled out by someone else.

Procedure:

The format is basically that of a panel discussion with panel members seated in front of the class while discussing some problem of general concern. If a member of the audience has a contribution, he may join the discussion by tagging a member of the panel and exchanging places with him.

Objective:

To increase audience participation; and to stimulate critical evaluation of contributions.

By not forcing a member of the audience to join the panel before he can contribute there is some assurance that he has thought out his contribution and feels it is worthy. Although some frivolous byplay at the initiation of this activity can be expected, it dissipates rapidly as students become intolerant of digressions. An appeal to fair play and a reminder of the purpose of the activity should encourage students to give every panel member a chance to defend his position and keep the discussion on the topic.

While the panel format is used, the audience follows more carefully since there is always the possibility that they, too, will become participants if they can just think of a good idea to share.

ADDITIONAL ACTIVITIES

ALTER EGO DISCUSSION

Problem: What are we going to do on our vacation?

Cast: Mother, Father, Sister, Brother (all seated). Each family member has an Alter Ego standing behind him.

Sample Dialogue:

Sister: Wouldn't it be fun to go to the beach this summer? I have a new swim suit that looks great on me.

Brother: You and your swimming suit! You think anybody'll look at you in a swim suit? You want to know what a great vacation place is? The mountains! We can get a tent and hike and fish and we won't have to take baths or anything.

Mother: You call that a vacation? Not for me! It's a lot easier to keep house at home than in a cabin or a tent. I'd like for us all to visit Grandma in Omaha. She's getting along in years and would love to have us come see her. . . . What's the matter, Henry?

Father: I was thinking of the last trip we made to Omaha. Hot, crowded, and nothing for the kids to do. The more I hear you people argue, the more I think we won't go anywhere. I think I'll use my vacation time to stay home and paint the house.

Brother: And not go anywhere? Aw, gee, Dad, that's no fun.

Procedure:

The Alter Ego comments on the discussion as it progresses, making observations as to the wisdom, cooperation, and interplay going on. He verbalizes perceived conflict and tension, reinforces positive statements, criticizes his counterpart's motives, etc. He acts as an observer--sensitive to feedback--and as a critic of his counterpart in the discussion.

When an Alter Ego wishes to speak, he puts his hand on the shoulder of his counterpart; the family members cannot respond directly to an Alter Ego because they cannot "hear" him.

The discussion continues as the family tries to come up with a solution that will be: (1) acceptable to everyone, (2) economically feasible, and (3) can be accomplished in a three-week vacation.

When a solution has been reached, family members and Alter Egos exchange places and repeat the activity.

ADDITIONAL ACTIVITIES

AN EXERCISE IN DEFENSIVE COMMUNICATION

Instructions:

Divide the class into groups of three. One person is to be the observer--to record on paper the communication behavior of the person undergoing questioning. He should try to identify the kinds of defensive communication used (see "Types of Defensive Communication," below).

The second person will act as the questioner. He will question the third person regarding a topic supplied by the teacher. All of his questions should stay on the topic. His task is to put the third person "on the spot"--on the defensive.

The third person is the respondent. He is to answer the questions asked, trying to give honest, open, answers.

A topic might be: "Do you believe in God?"

The roles may be switched and the game played again.

Types of Defensive Communication:

1. Attack--on the other person, belief, situation
2. Flight--attempt to skirt the issue or seek safer ground
3. Shifting the topic
4. Hiding behind authorities
5. Rationalizing--pseudo-reasoning process
6. Repeating the question
7. Unrelated answer
8. Answering with a question
9. Qualified answers
10. Body movement indicating discomfort
11. Reluctance to answer directly
12. Pretended ignorance
13. "I could care less"
14. Use of meaningless language
15. Laughing it off
16. Gaining support or refuge through group identification

UNIT IV. MATERIALS

BOOKS

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- Dixon, John. Growth Through English. Reading, England: Cox and Wyman Ltd., 1967.
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- Grambs, Jean D. Intergroup Education Methods and Materials. New York: Prentice-Hall, Inc., 1968.
- Gulley, Halbert. Discussion, Conference and Group Process. 2nd ed. New York: Henry Holt and Company, 1968.
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- Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N. J.: Prentice-Hall, 1972.
- Keltner, John. Interpersonal Speech-Communication. Belmont, Calif.: Wadsworth Publishing Company, 1970.

MATERIALS

- Maier, Norman. Problem-Solving Discussions and Conferences. New York: McGraw-Hill, 1963.
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- Mueller, Herbert. The Uses of English. New York: Holt, Rinehart and Winston, Inc., 1967.
- Oden, Thomas C. The Structure of Awareness. Nashville, Tenn.: Abingdon Press, 1969.
- Petruello, L., and R. Taguere (eds.). Person Perception and Interpersonal Behavior. Stanford, Calif.: Stanford University Press, 1958.
- Rogers, Irving, and Kaye Barrington. Group Work in Secondary Schools. New York: Oxford University Press, 1968.
- Ruby, Lionel. Logic: An Introduction. Chicago: J. B. Lippincott Company, 1960.
- Sanford, Dean, Sanford, and Dodds. Learning Discussion Skills Through Games. New York: Citation Press, 1966.
- Shaftel, George, and Fannie Shaftel. Role-Playing for Social Values: Decision-Making in the Social Studies. Englewood Cliffs, N. J.: Prentice-Hall, 1967.
- Shephard, Clovis. Small Groups: Some Sociological Perspectives. San Francisco: Chandler Publishing Company, 1964.
- Strang, Ruth. Group Work in Education. New York: Harper and Brothers, 1958.
- Timmons, William Murray. Decisions and Attitudes as Outcomes of the Discussion of a Social Problem. New York: Columbia University Press, 1939.

ARTICLES, PAMPHLETS AND CURRICULUM GUIDES

- Gayes, Anne R. "Lecture Versus Discussion," Improving College and University Teaching, 14 (Spring, 1966), 95-99.
- Nichols, Ralph G. "Listening Instruction in the Secondary School," Bulletin of the National Association of Secondary School Principals, 26 (May, 1952), 158-174.
- Teacher's Guide to High School Speech. Edited by Edward Jenkenson. Indiana State Department of Public Instruction, 1966.
- Trump, Lloyd J. "New Ideas in High School Teaching," P.T.A. Magazine (November, 1966), pp. 4-7.

SIMULATIONS GAMES

- "Dirty Water" - junior/senior high school. Cost: \$10.00
City administration of the quality of water.
Urban Systems, Inc.

MATERIALS

"Man and His Environment" - grades 4-12; 8-36 players. Cost: Free.
Make Your Own World consists of a series of proposals to make additions to the environment. Players assume roles of occupations, as well as of animals, water, and air to determine the priorities for man-made additions.

Coca Cola Company

"Mini-O-Polis" - junior/senior high school; 20-40 players. Cost: ?
Players attempt to develop and plan a community, including industry, housing, and recreational facilities.

Harvey Barnett

Yuba City, California

"The Road Game" - primary/college; 8-35 players. Cost: \$7.95
Four teams represent four different groups--nations, states, neighborhoods, etc.--and attempt to build roads into other groups' properties.

Herder and Herder

"Site" - junior high/college; 15-35 players. Cost: \$50 for 35 players.

Players represent interest groups--disadvantaged, business, taxpayers, committee for parks and trees, etc.--to illustrate coalition formation in government of cities.

Western Behavioral Institute

"Smog" - junior/senior high school; 2-4 players. Cost: \$10.00.
Players concentrate on maintaining air quality in addition to retaining favor among the voters.

Urban Systems, Inc.

"Tracts" - junior/adult; 12-40 players. Cost: \$39.00.
Teams represent planning commission, private land development sector, industrial sector, and urban housing sector to formulate their own plans for sixteen city blocks.

Instructional Simulations, Inc.

AUDIO-VISUAL

Filmstrips

Basic Interpersonal Relations. Subject covered: five programmed texts direct participants through a series of interpersonal exercises, group discussions, and interaction activities.
Suggested for ninth grade--groups of 4 to 7.

Argus Communication

3505 North Ashland Avenue

Chicago, Illinois 60657

Effective Communication. Subject covered: Part I--Group Dynamics; Part II--Inductive Learning.

Argus Communication -- see above

The Fundamentals of Thinking. Subject covered: comparisons, assumptions, classifying, creative thinking, problem-solving, interpreting, summarizing, observing, and analyzing.

Eye Gate House

Jamaica, New York

MATERIALS

16 mm Films

- "The Barber Shop." 22 min., b/w, humor.
- "Boss Toad." 22 min., color, PAUIP:IFP.
- "The Cadillac." 21 min., b/w, humor.
- "Claude." 3 min., color, McLaughlin:PFP, 1969.
- "Clay Origin of Species." 8 min., b/w, humor, 1964.
- "Comput-Her Baby." 5 min., color, humor, CIA:PFP, 1969.
- "Cops." 18 min. (silent), b/w, humor, Sennett:Blackhawk, 1922.
- "Discussion in Democracy." 13 min., b/w, Coronet Films.
- "Fun Factory." 27 min., b/w, humor, SEF.
- "Games Futurists Play." 26 min., color.
- "The General." 27 min., b/w, SEF.
- "The Hand." 20 min., color, TRNKA:Belafonte:MH, 1965.
- "The Hat." 30 min., color, WLFD, 1964.
- "Hello...I Need to Tell You Something." 20 min., color, Mountain Bell.
- "How To Think." 13 min., b/w, Coronet Films.
- "The Interview." 5 min., color, Brandan Film, Inc.
- "The Invisible Walls." 12 min., color, University of California, 1969.
- "Is It Always Right To Be Right?" 8 min., color, Bosleslow:King, 1970.
- "Judging Facts." 11 min., b/w, Coronet Films.
- "The Little Island." 30 min., color.
- "Merrily We Roll Along." 51 min. (2 reels), b/w, humor, Bendick:Xerox, 1971.
- "On The Twelfth Day." 22 min., color, humor, Arthur:BFI, 1955.
- "Organizing Discussion Groups." 11 min., b/w, Encyclopedia Britannica Films, Inc.
- "Pool Sharks." 13 min., b/w, humor, Gaumont:Pyramid, 1915.
- "Sad Clowns." 27 min., b/w, humor, SEF, 1963.
- "Uncle Sam Magoo." 60 min. (2 reels), color, humor, Orgel:UPA, 1969.
- "Vicious Circles." 7 min., color, humor, JMB:CFS, 1966.
- "Woof Woof." 10 min., color, humor, ZAGREB/CON/MH, 1965.
- "The World of Carl Sandburg." 59 min. (2 reels), b/w, humor, NET/CON/MH, 1968.
- "Why Man Creates." 25 min., color, BASS:PFP, 1968.

MATERIALS

MATERIALS FOR DUPLICATION (Included with this Unit)

Who Should Be Rescued? -- Forms A, B, and C

Agree/Disagree Exercise

My Views

Getting Started Sheet

"Junior Prom"

"Some Of My Best Friends"

The Queen Is Pregnant

Questions in the Problem-Solving Sequence

"Cryonics"

Rating Scale: Participation Scale

Rating Scale: Communication Behavior Scale

Rating Scale: General Leadership Ability Scale

Rating Scale: Specific Leadership Ability Scale

Bill

Chuck's Allowance

"Winner Take All"

"Johnny Kotowski"

How I Feel About Leaders and Leadership

Characteristics of Three Leader Types

"But Names Will Never Hurt Me?"

"Scrambled Squares"

WHO SHOULD BE RESCUED?

A tragic, unforeseen event has occurred in connection with a thermonuclear test being conducted in the Pacific Ocean. As it was seeking to move out of the area of lethal radioactive fallout, a relatively large semi-private yacht suffered a total breakdown of power and has been drifting helplessly without radio communications for several days. The ship has been discovered by a small seaplane which has room to take out only two of the passengers. The test is scheduled to take place within the next hour and there is no possibility of contacting the test control center to delay the explosion.

A decision must be made as to which ones of the following members of the group will be taken by the seaplane and pilot to safety. Only the pilot can fly a plane.

Passenger List -- A

1. A U. S. Senator
2. An artist
3. A business executive
4. A minister
5. A university professor
6. A grandmother
7. A military officer
8. An American diplomat
9. A young doctor

The members of your discussion group do not represent the group on the ship. You must, however, decide as a group which persons are to be rescued, then select one of your members to report the decision and your justifications for it.

WHO SHOULD BE RESCUED?

A tragic, unforeseen event has occurred in connection with a thermonuclear test being conducted in the Pacific Ocean. As it was seeking to move out of the area of lethal radioactive fallout, a relatively large semi-private yacht suffered a total breakdown of power and has been drifting helplessly without radio communications for several days. The ship has been discovered by a small seaplane which has room to take out only two of the passengers. The test is scheduled to take place within the next hour and there is no possibility of contacting the test control center to delay the explosion.

A decision must be made as to which ones of the following members of the group will be taken by the seaplane and pilot to safety. Only the pilot can fly a plane.

Passenger List -- B

1. A U. S. Senator with 12 years' experience
2. A brilliant artist
3. A key business executive
4. An established minister
5. A professor of humanities in a university
6. An employed grandmother
7. A military officer with experience in the space program
8. A Latin-American diplomat
9. A young doctor who has just finished his residency

The members of your discussion group do not represent the group on the ship. You must, however, decide as a group which persons are to be rescued, then select one of your members to report the decision and your justifications for it.

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A decision must be made as to which ones of the following members of the group will be taken by the seaplane and pilot to safety. Only the pilot can fly a plane.

Passenger List -- C

1. A U. S. Senator, with 12 years' experience and extensive knowledge of the Chinese and their culture
2. A brilliant but immoral artist
3. A key business executive in one of the country's most important industries
4. An established minister from one of the largest faiths
5. A professor of humanities in a large university and author of several influential works
6. An employed grandmother who heads an organization serving and improving the welfare of the economically disadvantaged
7. A military officer with experience in the space program and the rank of a three-star general
8. A Latin-American diplomat from a country generally critical of U. S. policies and programs
9. A young black doctor who has just finished his residency

The members of your discussion group do not represent the group on the ship. You must, however, decide as a group which persons are to be rescued, then select one of your members to report the decision and your justifications for it.

AGREE/DISAGREE EXERCISE

Instructions: Circle the response that seems most appropriate to you.

1. The demands of black militants are unrealistic.

Agree

Disagree

2. The Christmas displays on the city and county buildings in Denver and in public schools are in violation of the separation of "church and state."

Agree

Disagree

3. Police brutality is not a major problem in Denver (or closest big city).

Agree

Disagree

4. Women are less predictable and rational than men.

Agree

Disagree

5. No teacher has the right to strike.

Agree

Disagree

6. There should be a law to force all juvenile delinquents to submit to psychiatric treatment until they are cured.

Agree

Disagree

MY VIEWS

The following are statements with which some people agree and others disagree. Please mark each one in the left-hand margin, according to the amount of your agreement or disagreement, using the following scale:

- | | |
|-------------------------|----------------------------|
| +1 - slight agreement | -1 - slight disagreement |
| +2 - moderate agreement | -2 - moderate disagreement |
| +3 - strong agreement | -3 - strong disagreement |

- ___ 1. Even though freedom of speech for all groups is a worthwhile goal, it is necessary to restrict the freedom of certain political groups.
- ___ 2. Governments and communities should not set up censorship boards which can ban movies on the grounds of immorality.
- ___ 3. All teachers should be required to sign a loyalty oath swearing that they are not communists.
- ___ 4. Capital punishment (the death penalty) should be abolished.
- ___ 5. Christmas or other religious activities should not take place in the public schools.
- ___ 6. Obedience and respect for authority are the most important virtues children should learn.
- ___ 7. Marriages between Christians and Jews should be strongly discouraged.
- ___ 8. Artists and professors are just as important to society as businessmen and manufacturers.
- ___ 9. There should be no efforts made to prevent blacks and whites from living in the same neighborhood.

GETTING STARTED SHEET

NAME _____

1. Where were you born? _____
Where have you lived? _____
Where have you traveled? _____
What schools have you attended? _____
2. List your special interests and hobbies _____
3. List your extra-curricular activities _____
4. Do you have a job? _____ Have you ever had a job? _____
5. Which courses do you plan to take in high school? _____
6. Which courses might you take if you go beyond high school? _____
7. Which courses do you especially enjoy? _____
8. What do you enjoy reading (books, magazines, newspapers)? _____
Which T.V. programs do you like? _____
What movies have you seen recently and enjoyed? _____
9. Which political party do you prefer? _____
10. Which President do you most admire? _____
11. What is your religious affiliation? _____
12. What is your possible vocation? _____
13. What does your father (mother) do for a living? _____
14. On the basis of the above statements, list five subjects you might consider for discussion topics _____

THE QUEEN IS PREGNANT

The two countries of Franistan and Lavinia are completely surrounded by mountains and quite inaccessible except by air. Midly is the largest city and it lies partly in each country. There are two hospitals in Midly but both are located in the western (or Lavinian) half of the city. Women who live in the eastern part of the city and who wish to have their children born in a hospital must secure passports and travel visas to enter the hospital. Although their parents are Franistanians, children who are born in western Midly are thereafter considered to be citizens of Lavinia and therefore are subject to taxation by Lavinia.

Friction over this problem is mounting. Now a new crisis occurs because the Queen of Franistan is expecting her first child. When the royal child is born, its citizenship will be in doubt. Franistanians are talking about declaring war if Lavinia doesn't drop its passport and visa requirements; Lavinians insist that both hospitals belong to them and the passports and visas provide an essential source of income. The situation is growing desperate because the Queen is now in her ninth month. A settlement must be reached quickly.

Information About Franistan

Population 50,000. Beautiful, mountainous country with fertile lowlands. Many tourists attracted to Franistan for winter and summer recreation. Tourism, plus an excellent local wine, provide the chief sources of revenue. Although the lowlands are fertile, only about a fourth of the land is farmed. But this is enough to feed its people.

Franistanians want Lavinia to drop the requirement of passport and visa to enter the Midly hospitals so that their children will retain Franistanian citizenship. They also feel that requiring the baby, as well as the mother, to have a passport and visa makes the cost unreasonable.

Information About Lavinia

Population 200,000. Arid, industrial country. Coal and water power are most abundant natural resources. Lavinia relies on trade for raw materials and foodstuffs because most of its land is not suitable for farming. Lavinians make the Franistanians pay high prices for passports and visas in order to meet the cost of running the hospitals and their schools. Because the market for their industrial products has recently dropped, they are now considering raising the passport and visa charges even more.

Lavinia's King and Queen have two children, a Prince, aged four, and a Princess, aged two.

QUESTIONS IN THE PROBLEM-SOLVING SEQUENCE

I. Define the Problem

- A. How do we define the specific terms in the question?
- B. How do we plan to limit the topic of discussion?

II. Analyze the Problem

- A. What is the history of the problem?
- B. What are the causes of the problem?
- C. What is the present situation?
- D. How serious is the problem?

+

III. Collect and Organize Facts

- A. What other facts/information do we need to know?
- B. What forces have been at work to solve the problem?
- C. What solutions have been proposed to try to solve the problem?

IV. Consider Different Solutions

- A. Whose interests should be considered?
- B. Is cost a criterion?
- C. Are we concerned with immediate or long-range solutions?

V. Select the Best Solution

- A. What are the possible solutions?
- B. Which solutions best meet our criteria and facts?
- C. Which solution is best at this time?

Read Magazine
"CRYONICS" - published by Xerox Education Publications, Xerox Corp., 1968

*p. 139, and this section, are omitted
due to copyright restrictions*

be stored.

THOUGHT FOR THE DAY:

Perhaps you will have a chance to decide--say thirty years from now--if your body should undergo cryonic treatment. There's no doubt about the freezing, no question about the waiting. But could you be reanimated?

If you could, would you want to? And would the world welcome you back?

The solution of technical problems will bring many other problems which will need to be solved by your generation: legal problems, religious problems, ethical and social problems. Discuss what might happen if:

The process of cryonics becomes so popular that no one wants to grow old and die. How much world space can we devote to storage of frozen bodies?

If freezing space in "dormantories" is at a premium, who should be frozen? Persons with illnesses for which there is no known cure? Brilliant men who have made great contributions to their own time? Young and healthy people to repopulate the earth in case of atomic disaster?

Is a person who has undergone the cryonic process dead or alive while he is frozen? What about the property he leaves? Do his children inherit it or is it to be left for him?

If a healthy person is frozen and a machinery breakdown keeps him from successfully being reanimated, can the operators of the machinery be held for murder?

Does man have the right to preserve himself? Is one's lifespan a gift from God and not to be tampered with, or is the means to extend life a gift from God?

RATING SCALE

PARTICIPATION SCALE

1	2	3	4	5
Concerned with welfare of group				Not concerned with welfare of group

1	2	3	4	5
Assumes share of group responsibility				Does not assume share of group responsibility

1	2	3	4	5
Objective in considering other people and ideas				Is not objective in considering other people and ideas

1	2	3	4	5
Concerned with how others react toward you				Not concerned with how others react toward you

RATING SCALE

COMMUNICATION BEHAVIOR SCALE

1	2	3	4	5
Communicates openly				Does not com- municate openly

1	2	3	4	5
Speaks to the group				Does not speak to all members of the group

1	2	3	4	5
Organizes remarks				Does not organ- ize remarks

1	2	3	4	5
Listens to understand				Does not lis- ten

RATING SCALE

GENERAL LEADERSHIP ABILITY SCALE

1	2	3	4	5
Knows the problem				Does not know the problem
1	2	3	4	5
Open-minded, encourages consideration of all points of view				Not open-minded, does not encour- age consideration of all points of view
1	2	3	4	5
Sensitive to and respects other members of the group				Not sensitive to nor respects other members of the group

RATING SCALE

SPECIFIC LEADERSHIP ABILITY SCALE

1	2	3	4	5
Initiates discussion				Does not initiate discussion

1	2	3	4	5
Keeps the discussion orderly				Does not keep the discussion orderly

1	2	3	4	5
Encourages participation by all members				Does not encourage participation by all members

1	2	3	4	5
Helps to promote cooperative inter-personal relations				Does not help to promote cooperative inter-personal relations

BILL

The Facts

The Colorado Speech Institute is a four-week summer program for outstanding high school students interested in either forensics or dramatics. Both boys and girls may apply for admission, and they are accepted on the basis of scholastic record, recommendations from their teachers and individuals outside the school, plus a personal letter. The program aims to provide training and development in group living and self-reliance as well as academic instruction. The group lives in a university dormitory facility under the supervision of experienced counselors, there being approximately one counselor for each twelve students.

Announcements and publicity concerning the program make very clear that those students accepted must conform to group life and activity and further state, specifically, that no student may operate an automobile while attending the Institute. The publicity does not say that an individual may not bring an automobile.

The Problem

Bill is a young man, sixteen years of age, who was accepted in the forensic section of the Institute. He is high in ability, but his interests tend to be somewhat specialized. He is large for his age, and on first meeting, one gets the impression that he is considerably more mature. His father is dead, and his mother has remarried. The family is very comfortably situated financially, and Bill has enjoyed many advantages of travel and has enough money to purchase almost anything he desires. He arrived at the Institute driving a Mustang. The counselors explained to him the rules concerning operation of vehicles, and he very pleasantly and quickly acquiesced, agreeing not to operate the automobile without specific permission.

Early in the first week of the program it became evident that Bill was not adjusting well to the group. In the first place, he made no effort to find anything in common with the other boys, and remained in his room much of the time. In discussions he would take an extreme view on almost any subject, and his attitude consistently reflected a disregard for any type of regulation--not only within the Institute, but toward things of society in general. To Bill everything was black or white, and he was very dogmatic in his arguments. He seemed to derive pleasure from attempting to shock the other students, especially the boys, most of whom were physically smaller and appeared to be less sophisticated.

As a result of disregarding suggestions concerning footwear, he developed blisters on his feet while hiking. These became infected and made it necessary for him to remain in the dormitory one Saturday when the rest of the group left on an all-day trip by chartered bus.

BILL

He assured everyone that there was no need for concern and that he would occupy himself in studying and reading. Quite by coincidence, it was discovered that almost as soon as the group had departed, he took his car and drove to a town approximately 150 miles away where his mother and stepfather were vacationing. He returned before the group did. When the counselors asked him about his conduct, he readily admitted what he had done and acknowledged that he knew he was violating the rules. He did not seem particularly concerned about it although he was not belligerent or antagonistic. In an effort to help the young man, the counselors called his mother to secure as much information as possible about the boy and his attitudes, and invited her to come to Boulder to discuss the situation. She agreed to do so. Bill was told that his mother had been called and was anticipating coming to the Institute. This disturbed him greatly. Shortly thereafter, his mother called him, and as a result of that conversation decided not to come. The young man agreed that he should surrender his car keys to the dormitory housemother, and he was placed on probation. His mother was notified of the situation by telephone. Quite obviously this situation and the disciplinary action became generally known to all students participating in the program and resulted in a very embarrassing situation for Bill.

The young man's conduct was most acceptable for a period of three or four days and the counselors, feeling that they wished to do everything possible to help him and to demonstrate their confidence in him, arranged for the car keys to be returned to him; but he still was required to seek permission to leave the campus during any free time. He appeared most grateful and assured them that his behavior would merit their confidence.

Shortly after the keys were returned, Bill again found an opportunity to use his car without requesting permission to do so.

Your group represents the counselors and the director of the Institute. You are confronted with the above problem and must decide what course of action to follow. What action is in the best interests of Bill, who evidently is in need of help? What action is in the best interests of the group, whose morale must be maintained and whose respect for regulations should not be impaired? What action is in the best interests of the Institute and its relationship to parents and high school teachers who recommend students to the program and who anticipate that proper precautions will be taken to prevent irresponsible use of cars, etc.?

CHUCK'S ALLOWANCE

"Fifteen dollars! Why does a fourteen-year-old boy need \$15?"

"You weren't listening, Dad. There's this great sale at the sporting goods store and that \$25 rod and reel we were looking at is on sale this week. So you see, I want \$15 to save \$10."

"Don't do me any favors. With that kind of reasoning you could 'save' us all the way to the poorhouse."

"Well, if you won't give me \$15, I'll take it out of my bank savings."

"Now see here, Chuck. You know that money is for college . . . and that's not too far away."

"Maybe I don't want to go to college. I know I want that fishing rod."

"When we increased your allowance, you agreed that part of it was to go into the bank every week. You aren't living up to your part of the bargain."

"But it's my money. Besides, I've put in a lot of my job money too, from mowing lawns and washing Mrs. Deeter's car."

"Yes, I know. We're proud of you for doing that. But you can't save for college if you put in \$10 one week and draw out \$15 the next. My purpose in increasing your allowance was to have you develop the habit of saving money for something important."

"A fishing rod is important. And it's my money."

What are Chuck's father's reasons for not wanting Chuck to take money from the bank for a fishing rod?

What are Chuck's reasons for feeling that he ought to be able to withdraw the money?

Learning to handle money wisely is an important part of growing up. What advice do you have for Chuck and his father to help them solve the problem they have?

EXPANDING THE DISCUSSION QUESTION:

Chuck has an allowance. He is given a set amount of money each week and is expected to manage it so that he should not have to ask for more. How does the allowance factor work in your family? What are you expected to buy with your allowance? Are you required to do set chores in exchange for your allowance? What needs to be considered in setting allowances and other ways for you to earn money?

"Winner Take All" and "Johnny Kotowski" - by Fannie R. Shaffel and George Shaffel
Role-Playing for Social Values: Decision-Making in the Social Studies, copyright 1967 -
Prentice-Hall

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HOW I FEEL ABOUT LEADERS AND LEADERSHIP

The following statements deal with various attitudes toward leaders and leadership. Please mark each one in the left margin according to the amount of your agreement or disagreement by using the following scale:

- 1 - moderate support (agreement)
- 2 - strong support (agreement)
- 3 - moderate opposition (disagreement)
- 4 - strong opposition (disagreement)

- ___ 1. It is the responsibility of the leader to get activities started and to use the few whom he sees as having ability in that direction.
- ___ 2. In the end, the leader has to accept the responsibility for the success or the failure of the group.
- ___ 3. The best procedure is for the leader to plan in advance the items to be discussed in a meeting and then keep the members of that group to it.
- ___ 4. If someone doesn't like the way a meeting is going, he should say so and try to do something about it, even if he is not the chairman or leader.
- ___ 5. Very few people can achieve the skills necessary to be a leader.
- ___ 6. To be a good discussion leader, one must be an expert on the subject that the group discusses.
- ___ 7. The leader should always have the final say in disputes over the way meetings are conducted.
- ___ 8. The best atmosphere to work for in a group is one where the personal thoughts and feelings of the members are kept to themselves.
- ___ 9. When two or more members cannot seem to get along, the best thing to do is to ignore the difficulty and carry on.

CHARACTERISTICS OF THREE LEADER TYPES

DEMOCRATIC LEADER

1. Has faith in the group and its potential.
2. Helps the group to use all its resources in making decisions rather than forcing his decisions on the group.
3. Participates actively.
4. Stresses group achievements--avoids personal praise or blame.
5. Issues few if any orders and then only as executive procedures, etc.
6. Recognizes final authority as residing in the group and helps group to recognize and use this.
7. Helps group to reach its own decisions and conclusions through effective discussion without undue concern for what the group thinks in terms of his ideas.
8. Shares his leadership with others who are willing and able to help him.
9. Assists in clarifying the frame of reference within which the group can act.
10. Assists in checking, verifying and evaluating ideas, information, progress and conclusions.
11. Exercises no more control than is required for effective group functioning.

AUTOCRATIC LEADER

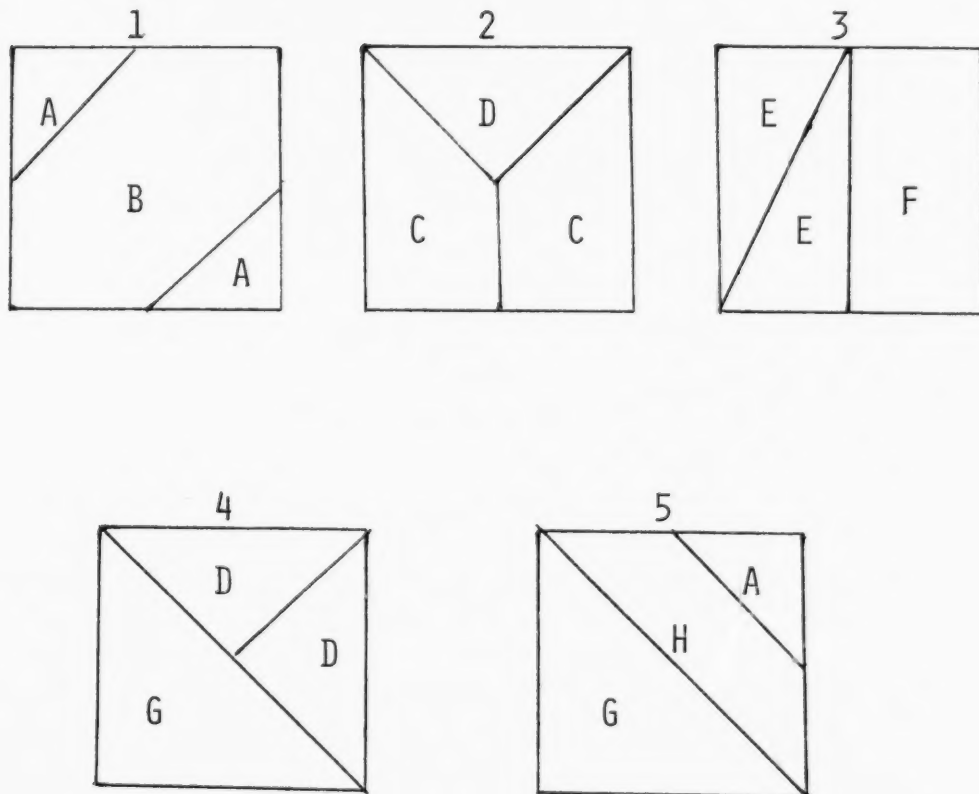
1. Lacks faith in and respect for the group.
2. Dominates thought and action of the group.
3. Manipulates group--often subtly--to achieve personal ends.
4. Issues orders and commands frequently--these may be disguised and good-natured or appear to be in the nature of promoting group efficiency.
5. Brings preconceived opinions and purposes to the group; seeks to impose these.
6. Interrupts participants frequently.
7. Uses the pronoun "I" frequently; does not think in terms of the group.
8. Controls the movement of discussions and the direction of it suits his own estimates of the group work and his desires as to its development.
9. Participates only in decision-making where he is interested or approves; tends to control this by either delay or pressure for action.
10. Praises those who follow him; criticizes those who do not.
11. May deliberately lead group astray when it is to his advantage.
12. Draws unwarranted inferences from the evidence if this seems desirable to him.
13. Makes positive and forceful summaries without checking for group agreement.
14. Falls back on persons of higher authority for support as opposed to evidence.
15. Delegates responsibility and assignments so as to limit the tasks and their satisfaction value for members.

LAISSEZ FAIRE LEADER

1. Has faith in the group and its potential.
2. Provides maximum freedom for the group and its members to proceed as they wish.
3. Initiates activity only when asked; does not participate actively.
4. Provides information, materials, etc., for group when requested.
5. Issues no orders, points no specific directions, makes few summaries.
6. Does not take sides, offer advice, evaluate, compare, etc.
7. Is informal, friendly, frank, interested, but will not assume initiative.
8. Is an excellent listener; indicates awareness of what has been said.
9. Tends to turn member comments and questions back on themselves.
10. Is little if any concerned with pauses in the discussion.
11. Makes clear that the major responsibility for activity and progress lies with the group itself.

SCRAMBLED SQUARES

The following guide will enable the instructor to cut as many puzzle sets as needed. Completed squares should be approximately eight to ten inches per side. All pieces with the same letter are the same size. Using tagboard of different colors would help keep the puzzle sets separate.



UNIT V. COMMUNICATION IN LARGE GROUPS

OBJECTIVES:

1. To UNDERSTAND HOW THE COMMUNICATION PROCESS APPLIES IN SPEAKING TO A LARGE AUDIENCE.
2. To DISCRIMINATE BETWEEN TYPES OF SPEECH TO USE TO ATTAIN DESIRED AUDIENCE RESPONSE (TO INFORM, TO PERSUADE, TO ENTERTAIN).
3. To GATHER AND SELECT MATERIALS APPROPRIATE TO THE SPEECH, AUDIENCE, AND OCCASION.
4. To ORGANIZE THE MATERIALS SO THAT THE AUDIENCE WILL UNDERSTAND THE MESSAGE AND RESPOND APPROPRIATELY.
5. To RECOGNIZE AND BE ABLE TO USE AN INTRODUCTION, BODY, AND CONCLUSION IN A PRESENTATION.
6. To UTILIZE VISUAL AIDS TO SUPPORT AND ENHANCE THE MESSAGE.
7. To EVALUATE THE SPEECHES OF OTHERS.
8. To UNDERSTAND WHAT GOOD STORYTELLING IS AND WHAT THE PARTS OF THE STORY ARE.
9. To PREPARE ORIGINAL STORIES FOR TELLING.
10. To COMPARE THE DIFFERENCES BETWEEN ORAL INTERPRETATION AND SOLO ACTING, THUS DEFINING ORAL INTERPRETATION.
11. To SELECT LITERATURE FOR PRESENTATION WHICH IS APPROPRIATE TO THE INTERPRETER, AUDIENCE, AND OCCASION.
12. To BE ABLE TO PREPARE AND "CUT" LONGER SELECTIONS FOR A GIVEN TIME LIMIT.
13. To BE ABLE TO PREPARE AN INTRODUCTION FOR AN ORAL INTERPRETATION.
14. To ANALYZE THE LITERATURE AND DETERMINE WHICH INTERPRETATION TECHNIQUES WOULD BRING THE MATERIAL TO LIFE.
15. To USE VOCAL AND BODILY EXPRESSIONS TO ENHANCE THE PRESENTATION.
16. To DELINEATE CHARACTERS WITHIN THE STORY.
17. To UNDERSTAND THE ADVANTAGES OF READERS THEATRE AND ITS RELATION TO ORAL INTERPRETATION AS WELL AS ITS APPEAL IN LARGE GROUP COMMUNICATION.

CONTENT: PRINCIPLES TO BE STRESSED AND OBJECTIVES THEY ARE ASSOCIATED WITH

<u>Objective</u>	<u>Principle</u>
1	1. When presenting ideas to a large group, the communication process determines the success of audience response.
1	2. In order to present a clear message, analysis must include: the type of audience, size, religious affiliation, sex, age, etc., and selection of topic must be appropriate to this group.
1	3. The speaker should determine the purpose of his message according to the desired audience response.
2	4. The principal purposes of speechmaking are: to entertain, to inform, and to persuade.
2	5. Speeches to entertain strive for interest and enjoyment.
2	6. Speeches to inform strive for clear understanding and are instructive in nature.
2	7. Speeches to persuade strive for belief and often action.
2	8. The speech topic is selected according to the speaker's interest and knowledge and to meet the criteria of his audience analysis.
3	9. Ideas and information are available from several sources: (a) own experiences, (b) interviews, (c) radio, television, and motion pictures, (d) newspapers, magazines, journals, and pamphlets, and (e) books of all kinds.
3	10. Materials selected and developed should support the speech through explanation, analogy or comparison, illustration, specific instances, statistics, testimony, or restatement.
3	11. Information gleaned from any source should be systematically recorded in some form that will be immediately available and useful.
4	12. A message is more effective if a pattern of organization is employed which is clear to both speaker and listener.
4	13. The patterns of organization best suited for development of a subject are: chronological, spatial, problem-solution, cause-effect, and classification.
5	14. The major divisions of a speech are: introduction, discussion (body), and conclusion.

<u>Objective</u>	<u>Principle</u>
5	15. A suitable introduction secures attention and good will for the speaker and his subject, prepares the audience for the subject, and suggests the speech purpose.
5	16. The body of the speech contains the message and explains the ideas logically to the audience.
5	17. Supporting material (statistics, examples, anecdotes, quotations, etc.) should be used to clarify the major ideas.
5	18. The conclusion of a speech may be: a summary, a recapitulation, or an application of the major ideas.
6	19. A variety of visual aids may be used by the imaginative speaker to support and enhance his speech: the actual object, models, slides, movies, maps, chalkboard drawings, graphs, diagrams, and charts.
6	20. Objects and materials utilized should be: relevant, thoroughly prepared, simple and clear, easily seen by the entire audience, coordinated with the speech, and in view only when in use.
7	21. The audience can evaluate the effectiveness of a speech or speaker according to its purpose, organization, and presentation.
8	22. Storytelling is an art form in which a person re-creates and reports a story of value and interest.
8	23. The storyteller's role of observer is determined by the nature of the story, demands of the audience, physical environment, personality traits, and characterization.
8	24. A story suitable for telling should have an acceptable idea or motive, sound organization, sincerity, consistency, and characters that seem real.
8	25. A story plot contains the following elements: beginning incident, rising action, climax, and ending.
8	26. The dialogue of the story to be told should be natural and interesting.
8	27. Characterizations and setting may develop from the action, or, the action may develop from the interaction between the characters and the effects of the setting.
9	28. A good storyteller forgets self and thinks only of the story, dramatizing it so that all listeners may share in the excitement and emotions of the characters.

- | | |
|-----------|---|
| Objective | Principle |
| 9 | 29. A good storyteller makes it appear to be the first time he has ever told the story. He talks directly to his listeners and uses a conversational tone. |
| 9 | 30. A good storyteller keeps the tense and person the same all through the story, makes use of color words, and avoids repetition of such terms as <u>she said</u> and <u>and then</u> . |
| 9 | 31. A good storyteller lets his body respond to what he is telling--uses gestures and facial expressions, and lets his voice portray the emotion he is describing: makes use of the dramatic pause, changes in volume and pitch. |
| 10 | 32. Oral interpretation is an activity which re-creates the sense and feeling of a piece of literature without actually acting out the selection. |
| 10 | 33. When an interpreter is successful, he captures the mood and intensity of the selection; he re-creates but does not become or act the characters; he builds suspense and <u>emotion for total audience involvement</u> . |
| 10 | 34. Solo acting is an activity which allows an individual to <u>perform</u> and the emphasis is on dramatic ability rather than on the author's message (i.e., interpretation: look at how beautiful or exciting this author and his selection are; solo acting: look at how good an actor I am and how well I am acting this selection). |
| 11 | 35. Effective literature appeals to an audience's interest and age level, the occasion, and appeals to the interpreter. |
| 11 | 36. Selections for interpretation may be taken from short stories, essays, sections of novels or non-fiction books, poetry, or plays. |
| 11 | 37. Usually a selection is chosen because it creates a mood or effect for the audience. It may be mysterious or macabre, suspenseful, historically interesting, sad, poignant, humorous, etc. |
| 12 | 38. A selection must be appropriate to the time limit for the activity. |
| 12 | 39. The selection may be "cut" if it is too long. |
| 12 | 40. Principles for cutting include: (a) retaining the basic storyline; (b) loyalty to the author--not changing, re-arranging, rewriting, nor altering the effect; (c) effectively deleting or cutting details unnecessary to the main plot--long descriptive passages or other extraneous material; (d) considering the possibility of summarizing the first part of the story, or those events and incidents necessary to the plot--using a brief pause and explanation; and (e) using voice and facial expression to establish the various characters--eliminating the need for phrases like "he said sadly." |

Objective	Principle
13	41. An effective oral interpretation introduction serves the same function as the introduction to a speech. It makes the listener curious and prepares him for what is to follow without giving away the plot. Included should be the title of the selection, name of author, the setting (unless given in the opening paragraphs of the selection), and listing of characters.
14	42. The reader must know his material thoroughly. Only when he fully understands the author's intent can he decide which techniques to use and how to use them to re-create the selection for his audience.
15	43. In oral interpretation, the voice and body will convey the feeling of the selection to the audience.
15	44. The interpreter's voice should correspond to his analysis of what the author intended to convey.
15	45. Good vocal techniques should be applied: (a) pitch should be adjusted according to the degree of emotion and to suggest character differentiation; (b) volume should be regulated to create suspense and contrast; (c) rate should be varied to suggest the mood of the various passages; and (d) <u>pauses</u> should be used for suspense, curiosity, or emotion.
15	46. Delivery of the selection should be distinct and accurate.
15	47. The tone of the delivery should reflect the type of emotion or beauty expressed in the written material.
15	48. Adequate breath control is essential to the production of good delivery.
15	49. The physical appearance of the interpreter can produce an audience response.
16	50. Eye contact brings the literature more personally to the audience and can be used for character delineation.
16	51. Bodily carriage, facial expression, gesture, and voice work together in the production of attitudes.
16	52. Gestures must be appropriate to the mood--unobtrusive and natural.
16	53. After careful analysis of the selection and the author's clues, the interpreter should select the voice and personality for each character. Consistency in the delineation of each character should be shown in the use of voice, bodily tension, and facial expression.

<u>Objective</u>	<u>Principle</u>
17	54. Readers Theatre is the oral interpretation by a group of a work of literature. Scripts may be selected or adapted from plays, short stories, poetry collections, or, perhaps, a theme selected utilizing a variety of literature.
17	55. Readers Theatre is presented through the power of suggestion. Usually, little costuming or sound effects and no setting--other than chairs or levels--are used.
17	56. A narrator is used to describe the situation or theme and action, introduce the characters, and explain lapses of time.
17	57. Parts are assigned and interpreted by individual readers; a reader may be assigned several parts and girls may read male parts or vice versa.
17	58. The exit of a character may be indicated in several ways: (a) those not in the scene may be seated while the involved readers are standing; (b) those not in the scene may turn their backs to the audience while the involved readers face the audience; or (c) those out of the scene lower their heads and remain quiet while the involved readers portray the action.
17	59. There are two basic types of eye contact (see Readers Theatre included with this Unit): (a) Onstage--the characters relate to <u>each other</u> as they speak; or (b) Offstage--the readers project the scene out into the audience; this imaginary location is called <u>locus</u> .
17	60. As in oral interpretation, characters are developed and interpreted with consistency in personality throughout the presentation.
17	61. Little action is used in Readers Theatre but characters must respond to each other in order to make the scene appear lifelike.

LEARNING EXPERIENCES: BASIC AND SUPPLEMENTARY STUDENT ACTIVITIES AND OBJECTIVES WITH THE PRINCIPLES THEY ARE PRIMARILY DESIGNED TO MEET.

<u>Obj.</u>	<u>Prin.</u>	<u>Activity--BASIC</u>
1	1-2	Discuss with the class the way in which the message of a speech is governed by the audience and occasion. Describe an example of how an audience might be alienated if not properly analyzed; i.e., a speech promoting a dispensable product before an ecology-oriented group. Compare this with the way the message, choice of topic, and presentation should govern the tone of the speech. The class should be able to see how the choice of subject, examples and language would be used with a group of first-graders.

Activity--BASIC

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| <u>Obj.</u>
1 | <u>Prin.</u>
3 |
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- Prepare an analysis of one topic and how it would be handled in five different groups (i.e., a group of sixth-grade Girl Scouts, the PTA, your church, your class, or your friends) according to Principle 2.

Activity--SUPPLEMENTARY

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| <u>Obj.</u>
1 | <u>Prin.</u>
1,2,3 |
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1. Have students read five printed speeches. (See, for example, such books as Lester Thonssen (ed.), Representative American Speeches, Carroll Arnold, Douglas Ehninger, and John Gerver (eds.), The Speaker's Resource Book, or recent issues of Vital Speeches.) They should try to determine the general and specific purposes of each and evaluate how well they were fulfilled.
 2. Members of the class are to attend some public lecture or speech. Then they should reach agreement as to the speaker's purpose. Discuss whether the purpose was made clear; if not, how might it have been made clear?
 3. During a round of classroom speeches ask students to jot down what they believe to be the specific purpose for each speech. At the close of the round, question each speaker to determine if his purpose has been interpreted accurately. In cases where the majority of the class fail to grasp the speaker's purpose, decide who was chiefly at fault--the speaker or the listeners.
 4. Have students analyze the varying purposes in the contents of a local newspaper.
 5. Ask the class to analyze the different purposes of programs listed in the radio-TV section of a newspaper.

Activity--BASIC

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| <u>Obj.</u>
2 | <u>Prin.</u>
4-8 |
|------------------|---------------------|
- Ask students to describe briefly situations from their own experience in which a speech to entertain would have been appropriate. Do the same for each of the other types of speeches: to inform and to persuade. Students should compare the situations they describe with those offered by other members of the class and list as completely as possible the various kinds of occasions in which each type of speech might be used.
- Have each student select a subject with which he is familiar. During the course of the semester, require them to present three five-minute speeches on their subject: one to entertain, one to inform, and one to persuade. A specific purpose for each speech should be selected.

<u>Obj.</u>	<u>Prin.</u>	<u>Activity--SUPPLEMENTARY</u>
2	4-8	1. Assign a speech to inform in which each class member explains an idea or theory (i.e., Why does hot air rise? What causes ice to expand as it freezes?). 2. Each class member is to present a sales "pitch" and attempt to sell a product to the class. 3. Divide the class into groups and have each group write a commercial for an imaginary product. After the commercials have been written, allow students time to rehearse and ask them to present their commercial to the class. 4. When school drives are started, assign speeches to promote their support. 5. Divide the class into groups of three and assign each group a specific subject (i.e., vacation, superstition, pet peeves). Members of each group are to give speeches illustrating different purposes for their assigned subject--one would speak to inform, the second to entertain, and the third to persuade. 6. Play several Bob Newhart or Bill Cosby records for the class. (Bill Cosby's "Buck Buck" from his <u>Revenge</u> album would be a good choice.) Ask students to listen for the <u>introduction</u>, body, and conclusion of each incident. 7. Assign a speech based on a childhood incident that is to be presented in the Bill Cosby style. 8. Read with the class a humorous selection (i.e., Mark Twain's "New England Weather," Robert Benchley's "The Treasurer's Report," or James Thurber's "The Night the Bed Fell Down"). Discuss the humor's appeal and how another incident could be developed into a speech to entertain. 9. Assign a speech to say nothing. Discuss with the class how the message is governed by the purpose. Make certain the students include the parts of a good speech: introduction, body, conclusion, and supporting material.

<u>Obj.</u>	<u>Prin.</u>	<u>Activity--BASIC</u>
3	9-11	Have students select a subject of some substance and scope--one on which they would like to give a classroom speech in the future. Ask them to: a. outline all pertinent information already in their possession b. indicate first-hand observations they could make about it c. list people they could interview and the questions they would ask each d. devise a sample questionnaire on the subject and indicate the groups or individuals to whom it might be sent e. prepare a bibliography including (a) five references from a periodical index and (b) five books found in the library's card catalogue.

Obj. 3 Prin. 9-11 Activity--SUPPLEMENTARY

1. Have the students visit the library and list the following:
 - a. five yearbooks or compilations of statistical data
 - b. four encyclopedias and an indication of the sort of information in which each specializes
 - c. two indices to periodical literature other than the Reader's Guide
 - d. five biographical dictionaries
 - e. two standard atlases of the world
 - f. two reference works that list books in print.
2. Have the students examine carefully selected cards in the card catalogue of their library and answer the following questions:
 - a. How many times is each book listed in the catalogue and how is it listed?
 - b. What information about the author is contained on the catalogue card?
 - c. What information does the card give you about the book itself?
3. Without the help of the librarian, have the students answer the following questions and name the sources in which they found the answers:
 - a. How many miles of interstate highways have been completed to date?
 - b. What was the size of the American expeditionary force in Europe during World War I? During World War II?
 - c. Where did the governor of your state attend college?
 - d. How many hits were collected by the baseball team that won the World Series in 1964?
 - e. How did the senators from your state vote on the last military appropriations bill?
 - f. Who was the author of Men and Machines?
 - g. How much does your state government contribute to the support of schools in your community?
4. Have students read selected articles or books on a subject of their choice and prepare five or six note cards, at least one of which presents statistics, one a direct quotation, one an indirect quotation, and one an illustration or example.
5. Ask the students to write on slips of paper three questions beginning, "Where would you go to find out about _____?" Put the questions from all students in a hat and have them take turns drawing them out to be answered.
6. Have students evaluate radio and television newscasts and public service programs as sources of speech materials. What advantages do they have over printed sources? What disadvantages? What special rules or cautions should be observed when gathering materials from these sources?

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| Obj. | Prin. | Activity--BASIC |
| 4 | 12-13 | Discuss with the class how various organization patterns can be implemented in a message. Assign a short speech, asking members of the class to use and identify the different patterns. |
| Obj. | Prin. | Activity--SUPPLEMENTARY |
| 4 | 12-13 | 1. Assign the reading of speeches from <u>Vital Speeches</u> or <u>Routwell</u> , <u>Callender</u> , and <u>Gerber's Great Speeches</u> . Students are to <u>identify</u> the organization pattern of each. |
| Obj. | Prin. | Activity--BASIC |
| 5 | 14-16 | Have students prepare a 3-5 minute speech in which they have a well-organized body fitting one of the organization patterns. Assign two types of introductions to be added to this body. After the speech has been delivered, ask the class to discuss which introduction seemed the most appropriate.

Have students give three-minute speeches in which they use one of the forms of conclusion recommended, identifying which it is. |
| Obj. | Prin. | Activity--SUPPLEMENTARY |
| 5 | 14-16 | Have students listen to class speeches, making rough-draft outlines of the lines of thought expressed.
a. Were there thought patterns? Were they consistent?
b. Did lines of thought overlap or leave out essential parts?
c. Did the main lines of thought have "handles on them?" Could they be remembered and carried away?
d. Were they impelling or stated impellingly?
e. Was the supporting material arranged in a clear and consistent thought pattern, or did it seem to be a waste-basket hodge-podge?
f. How could the speech be changed: main thoughts, arrangement, supporting material? |
| Obj. | Prin. | Activity--BASIC |
| 5 | 17 | Explain a major idea to the class which could be developed into a speech. Give examples of various types of supporting material that could be added to enhance the meaning: statistics, examples, anecdotes, and quotations. |

<u>Obj.</u> 5	<u>Prin.</u> 17	<u>Activity--SUPPLEMENTARY</u> 1. Assign a short 2-3 minute speech in which students concentrate on applying one or two types of supporting material. After each speech is given, ask the class to either discuss or write about the type of supporting material given. 2. Assign an editorial column and ask the class to underline any type of supporting material used by the author. 3. Ask the class to listen to a televised speech, observing the types of supporting material used by the speaker.
<u>Obj.</u> 5	<u>Prin.</u> 18	<u>Activity--BASIC</u> Ask the students to rewrite or add a conclusion to any of the speeches given earlier. Have them use one of the following: (a) a summary or recapitulation, or (b) an appeal to action supported by a quotation or an example.
<u>Obj.</u> 5	<u>Prin.</u> 18	<u>Activity--SUPPLEMENTARY</u> 1. Ask students to evaluate the speeches of their classmates in light of their conclusions. What purpose did each conclusion achieve? 2. Have the class examine the ending of a news article. In what way does the author effectively end his material? Students are to bring the article to class for group examination.
<u>Obj.</u> 6	<u>Prin.</u> 19-20	<u>Activity--BASIC</u> Assign speeches in which students must demonstrate how to do something or how to make an article (e.g., arrange flowers, decorate a cake, polish shoes). They should bring in the articles necessary in their speeches. Have students plan speech outlines in which they concentrate on the use of audio-visual aids in their presentations. They are to indicate the kind of aid to be used in each part of the speech, developing the use of aids carefully and completely. After delivery of the speeches, help the class compare the use of audio-visual aids to speeches in which they have not been utilized.
<u>Obj.</u> 6	<u>Prin.</u> 19-20	<u>Activity--SUPPLEMENTARY</u> 1. Have students view television programs and analyze the role of the aids used by the speaker.

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| <u>Obj.</u>
6 | <u>Prin.</u>
19-20 | <u>Activity--SUPPLEMENTARY</u>
2. Have students analyze the audio-visual techniques used to secure artistic goals by movie and drama producers. |
| | | 3. Using volunteers, have a few students go to the chalkboard to write and explain a math problem. This should demonstrate not only the use of visual aids but the "don'ts" in their use. Many students will talk to their problems, some won't write heavily enough for the class to see, others will stand in front of their problems, etc. |
| | | 4. Lead a discussion on a commercial such as a local car lot ad. Point out or let the students discover the lack of good visual aid usage so often prevalent in these commercials. |
| | | 5. Have students evaluate the speeches of their classmates in which audio-visual techniques have been employed. Special emphasis should be placed on skill in the utilization of audio-visual materials. |

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| <u>Obj.</u>
7 | <u>Prin.</u>
21 | <u>Activity--BASIC</u>
As a written assignment, have the students evaluate the speeches they have heard in class according to the <u>Criteria for Evaluation</u> (included with this Unit under SPEECHMAKING).

Discuss with the class the effectiveness of organization and presentation demonstrated by the various speakers. |
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| <u>Obj.</u>
7 | <u>Prin.</u>
21 | <u>Activity--SUPPLEMENTARY</u>
1. Divide the class into three groups. Have each student present a speech to one of the small groups, then to two of the groups that have been combined, and finally to the entire class. The speech should be adjusted after each presentation according to the feedback received, noting the difference of demands between small and large-group communication. |
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| <u>Obj.</u>
8 | <u>Prin.</u>
22-27 | <u>Activity--BASIC</u>
Considering Principles 22-27, discuss with the class what makes a good story. Tell a story to the class that is based on a familiar tale. Ask students to evaluate what made the story a success (refer to <u>Hints on Storytelling</u> included with this Unit). |
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| <u>Obj.</u>
8 | <u>Prin.</u>
22-27 | <p><u>Activity--SUPPLEMENTARY</u></p> <ol style="list-style-type: none"> 1. Have each student prepare to re-tell a story he has read. 2. Ask students to prepare an original story by first outlining the plot structure and then briefly sketching the characterizations. 3. Have students examine two or more stories to identify the plot structure, characterization, and dialogue. |
| <u>Obj.</u>
9 | <u>Prin.</u>
28-31 | <p><u>Activity--BASIC</u></p> <p>Before telling the story that has been assigned, have students outline the idea or basic plot. The story should be told according to the following steps:</p> <ol style="list-style-type: none"> a. Select or write the story carefully; be aware of the relationships between the characters and incidents leading to the climax. b. Omit all parts of the story that do not contribute to the development or purpose of the story. c. With eyes closed, the imagination should be allowed to see the story just as it happened. d. Tell the story aloud to make certain that all parts are remembered. Words should not be memorized since the story is to sound "fresh" to the audience. e. Finally, tell the original story to the entire class or to a smaller group. |
| <u>Obj.</u>
9 | <u>Prin.</u>
28-31 | <p><u>Activity--SUPPLEMENTARY</u></p> <ol style="list-style-type: none"> 1. Ask students to tell a brief story to small groups within the class. Ask each group what made the stories interesting and why. 2. Discuss the differences between a story for children and one for adults. Ask volunteers to tell a children's story to a local group of small children. 3. Discuss why the beginning of a story is of such importance. Have students collect five good beginnings and five good endings of stories. Analyze these in class. 4. Have students tell of a significant incident in the life of a great artist, scientist, missionary, etc. |
| <u>Obj.</u>
10 | <u>Prin.</u>
32 | <p><u>Activity--BASIC</u></p> <p>Read aloud to the class, or invite a skilled high school student to read a dramatic and outstanding short story. This oral interpretation should give the students an example to follow, a goal toward which to work, and an enthusiasm for the work. (Shirley Jackson's "Lottery" or "Charles" would make excellent choices.)</p> |

- Obj. 10 Prin. 32-34 Activity--BASIC
Invite a student to demonstrate solo acting to the class. Compare the differences between the two.
- Obj. 10 Prin. 32-34 Activity--SUPPLEMENTARY
1. Play a recording for the class of an author reading his own short story. (Steinbeck and Thurber are readers as well as writers.) Ask students what made the story work and which elements in the oral interpretation increased their enjoyment. (Film adaptations deny students the opportunity to use visual imagination or to gain insight into the problems a single reader faces when presenting a story alone without costume, scenery, or props.)
2. Ask students to read a short story in a current periodical (such as Seventeen or Redbook) the day before you intend to begin the unit. In class, have students list the types of subjects handled in their stories, elements of form they seemed to have in common, and features that made them enjoyable.
- Obj. 11 Prin. 35 Activity--BASIC
As outside reading, assign four prose selections to be read each week. Have students make out a 4" x 6" card for each story to be handed in weekly. The cards should be brief records, not burdensome reports, including: title and author of the story, description of the situation--what it's about, the reader's reaction to the story, and whether it would be a good story to read aloud.
Discuss with the class the importance for the chosen literature to be interesting to the reader. It is difficult to read a story well that is not liked or understood. Stress again the necessity for audience analysis in large group communication.
- Obj. 11 Prin. 35 Activity--SUPPLEMENTARY
1. Invite a specialist English teacher to speak to the class on "Evaluation of Literature."
2. A tape of each student should be made at the beginning of the unit and made available for him to check his own progress.
3. Ask students to attend available reading programs and listen for enjoyment and appreciation of the author.

<u>Obj.</u> 11	<u>Prin.</u> 36	<u>Activity--BASIC</u> Assign throughout the unit a round of each type of literature appropriate for interpretation: a short story, a selection from a book, an essay, a poetry selection, a scene from a play.
<u>Obj.</u> 11	<u>Prin.</u> 36	<u>Activity--SUPPLEMENTARY</u> 1. Modify the basic activity for Principle 35 to include other types of literature for interpretation. 2. Encourage a wide examination of as many types of literature as possible. 3. Assign students to groups and give each group an author, playwright, or poet to study. Individual members can be required to read from this author. A panel discussion of the author's work could evolve from their study.
<u>Obj.</u> 11	<u>Prin.</u> 37	<u>Activity--BASIC</u> With the students, develop a method for analyzing literature which will insure their complete understanding of the material they are to read and explore in depth. Assign a selection with a weird or mysterious atmosphere: a legend, ghost story, or cutting from a short story. Discuss techniques for creating atmosphere.
<u>Obj.</u> 11	<u>Prin.</u> 37	<u>Activity--SUPPLEMENTARY</u> 1. Discuss with the class the various kinds of humor and humorists. Short samples of humor could be read to the students or humorous films shown (see bibliography for this Unit). 2. Discuss techniques for reading to small children and have students read a poem or story from children's literature. 3. Have students select a short passage or poem to interpret. The selection should be analyzed for its basic tone. After presentation, ask the class if they agree with the choice of tone.
<u>Obj.</u> 12	<u>Prin.</u> 38-40	<u>Activity--BASIC</u> Prepare and hand out to the students a short story which is available in multiple copies and a "cut" version that you have prepared. (An excellent choice would be "The Boarded Window" by Ambrose Bierce.) Compare and contrast the original to the cutting. Help students to understand that the "cut" version is the same story but in shortened form as outlined in Principle 40.

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| <u>Obj.</u>
12 | <u>Prin.</u>
38-40 | <p><u>Activity--SUPPLEMENTARY</u></p> <ol style="list-style-type: none"> 1. Assign a round of interpretations to be presented within a given time limit--perhaps 6-8 minutes. Since most stories will not fit this limit, ask students to "cut" the selection so that it will fit. After each presentation, discuss whether the cutting was effective and, if it went overtime, how it might have been further shortened. 2. Ask students to select an article from the <u>Reader's Digest</u> and compare it to its unabridged version in its original publication. |
| <u>Obj.</u>
13 | <u>Prin.</u>
41 | <p><u>Activity--BASIC</u></p> <p>Discuss the principles and necessary elements for making introductions to oral interpretations.</p> |
| <u>Obj.</u>
13 | <u>Prin.</u>
41 | <p><u>Activity--SUPPLEMENTARY</u></p> <ol style="list-style-type: none"> 1. To show flexibility, demonstrate several types of introductions: (a) use of a short passage to create interest, (b) discussion of a concept in the story, or (c) use of the selection to study the author. 2. Using a "cut" story that has not been introduced properly, ask students to react to the lack of audience preparation. If possible, choose a selection in which listeners would miss part of the plot, the title, and/or characterizations. 3. Demonstrate a good introduction but omit the title and author. Did students notice this omission? 4. Present a complete introduction to the class but do not give the story. Give a short quiz over the title, author, setting, and characters. 5. As a requirement, have students include an introduction to all future assigned interpretations. |
| <u>Obj.</u>
14 | <u>Prin.</u>
42 | <p><u>Activity--BASIC</u></p> <p>With the class, study a story and examine an author's approach and style. Based on the needs of the story, discuss the techniques to be used to interpret it effectively.</p> <p>Ask students to prepare an analysis for each interpretation they prepare in the future. Analyses should be brief and include: the author's message or intent, how the message or intent was achieved through the plot, characters, or dialogue.</p> |

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| <u>Obj.</u> | <u>Prin.</u> | <u>Activity--SUPPLEMENTARY</u> |
| 14 | 42 | 1. Give students copies of a prose selection and ask them to analyze it in terms of mechanics and problems for the interpreter. This could be handled as a take-home test or an in-class essay. |
| | | 2. Have students give 3-5 minute readings from short stories showing the rising action that culminates in the climax. They should pay special attention to force in building the climax. (See Principle 25.) |
| <u>Obj.</u> | <u>Prin.</u> | <u>Activity--BASIC</u> |
| 15-16 | 43-53 | Discuss with the class how appropriate vocal and bodily techniques affect the communication of meaning in the printed page by using the following exercises (refer to Unit III for additional exercises in facial expression and gesture): |
| | | a. Vary the rate of speaking the following sentences so as to communicate the indicated meanings: |
| | | 1. "I told her I couldn't come."
Slowly, expressing regret
Faster, argumentatively defending your answer
Still faster, meaning, "I didn't want to go, and I got out of it." |
| | | 2. "What do you think we ought to do?"
Very slowly, as though asked by a tired and confused person
Normal rate, asking a simple question
Fast, to mean, "I'm in a hurry." |
| | | b. Vary the <u>emphasis</u> of the following so as to communicate the indicated meanings: |
| | | 1. "There is no other answer. You have asked me that question a thousand times, and my reply has always been the same. It always will be the same."
Mild emphasis, as though explaining it the thousandth time
Sustained emphasis, meaning, "Don't ask me again!"
Short, sharp emphasis, to communicate fear
"Yes, I know about it. I've known it all the time." |
| | | 2. Mild emphasis, as though explaining it for the thousandth time
Prolonged emphasis, to mean, "I'm tired of hearing about it!"
Explosive emphasis, meaning, "Don't tell me I don't know!" |
| | | c. Vary the <u>pitch</u> of the following so as to communicate the indicated meanings: |
| | | 1. "I wouldn't do that if I were you."
Slight inflection, giving mild advice
Wide inflection, pleading
Narrow, sustained inflection, threatening, "You wouldn't dare!" |
| | | 2. "Who is she?"
Medium inflection, merely asking
Wider inflection, meaning, "What a frump!"
Extreme inflection, meaning, "She's a glamor girl!" |

Obj. Prin. Activity--BASIC

15-16 43-53

- d. The word yes can be spoken to communicate at least twenty different meanings. Try speaking it to communicate each of the following meanings. Remember to think the meanings.

Plain affirmation
"Certainly"
"Maybe"
"I doubt it."

"Oh yeah?"
"Are you serious?"
"I don't like it!"
"No!"

- e. Give the word oh each of the following meanings:

Pity
Disgust
Disappointment
Indifference

"I see now!"
Mild surprise
Great surprise
"How terrible!"

- f. Practice the following exercises in your room and be ready if necessary to repeat them in class. Follow these directions:

1. Use spontaneous action, not planned action. Pay no attention to rules, elegance, or correctness, but act on impulse.
2. Use abundant action; avoid timid, restrained or half-hearted movements.
3. Use the whole body, all-in-one-piece.
4. First, try simply to express your thought and feeling. Later repeat the exercise in front of a mirror and observe how it would look to others.

I looked out the window--we were flying at only 2,000 feet--and there was New York coming slowly toward us. The Statue of Liberty passed by on our left, looking small as a ten-cent toy. Steamships below us moved like bugs that walk on the water. Ahead were the skyscrapers. But from the air they didn't scrape the sky. They were only toys made to imitate the real skyscrapers you see from the streets. In fact, from the air, all New York was a toyland, and I felt like Gulliver landing in Lilliput.

Hush! Here he comes! Don't let him see you! That's right, follow me. To the left. Watch that low beam. Wait a moment while I close the door and find the light. Whew! That was a close call!

They tell us, sir, that we are weak. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a guard shall be stationed in every house? Shall we gather strength by irresolution? Sir, we are not weak, if we make proper use of those means which the God of nature has placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess are invincible.

Assign an interpretation of 6-8 minutes in which the student is responsible for all interpretation techniques covered thus far.

Obj. Prin. Activity--SUPPLEMENTARY

- 15-16 43-53
1. Ask students to read a children's story aloud so that it would appeal to an older audience.
 2. Have students prepare an introduction and, using the techniques of good interpretation, read aloud a short ballad, or a narrative poem.
 3. If your community has a blind reading program, encourage your students to volunteer or try out for this program. If possible, set up a recording studio in your classroom to record for any blind student(s) in your school or for the remedial reading program.

Obj. Prin. Activity--BASIC

- 16 53
1. Discuss with the class how one analyzes a character: (a) by what he says, (b) what others say to him, (c) what others say about him, and (d) what the author says about him. Also discuss how the voice is used to suggest personality traits of a character.
- Give a demonstration to the class by reading a short story which is mostly dialogue--keeping the characters consistent and bringing them to life without acting. ("The Sexes" by Dorothy Parker would be a good choice.) In your demonstration, include facial expressions appropriate to each character, and use eye contact which would suggest the characters speaking to one another.

Obj. Prin. Activity--SUPPLEMENTARY

- 16 53
1. Assign a scene from a play to be read as an interpretation. Limit the students to two characters.
 2. Tell the story "The Three Bears," stressing the vocal characteristics of Goldilocks and the bears and putting in all possible contrast; then, on the recorder, play a very monotonous version of the story or a similar fairy tale. Invite student comment on each.
 3. Ask students to cut a fantasy or fairy tale of short-story length to a 5-7 minute reading. Caution them to retain enough of the action, dialogue, and characterization to make a unified and interesting story for their listeners.
 4. Assign a short story or selection from a novel with characters. Students are to stress character delineation.
 5. Assign a short character analysis of the major characters for each interpretation given that centers around characterization.

Obj. Prin. Activity--BASIC

17 54-61

Arrange for the class to view and hear a Readers Theatre production. Many colleges and high schools have traveling Readers Theatre groups and the best way to create interest among students is to provide an opportunity for them to attend a presentation.

Prepare several scripts for Readers Theatre and cast class members. Through careful direction and discussion, class members should come to fully understand what is entailed in Readers Theatre.

Obj. Prin. Activity--SUPPLEMENTARY

17 54-61

1. Using a prepared script, have students experiment with the various types of entrances and exits. Discuss the advantages of each.

2. Using a prepared script, demonstrate both onstage and offstage focus for the class.

3. To demonstrate that Readers Theatre is flexible, use a prepared script that has either an all-male or all-female cast, and cast members of the opposite sex for each role.

4. Divide the class into four or five groups and ask each group to select, rehearse, and present a Readers Theatre production.

5. Work with several groups of students and prepare Readers Theatre productions for English classes or school programs.

6. Using members of the class, prepare a children's Readers Theatre program for a local elementary school. Some scripts that might be considered include: James and the Giant Peach, The Wind in the Willows, The Reluctant Dragon, and Winnie the Pooh.

7. Have the class prepare and present Readers Theatre programs for special holidays and/or occasions.

UNIT V. CRITERIA FOR EVALUATING THE LEARNING OBJECTIVES

OBJECTIVE 1:

The learning objective will be achieved when the student can prepare a speech for a large audience.

OBJECTIVE 2:

The learning objective will be achieved when the student can prepare and present a speech according to whether he wishes to inform, persuade, or entertain his audience.

OBJECTIVE 3:

The learning objective will be achieved when the student gathers and selects material appropriate to the speech, the audience, and the occasion.

OBJECTIVE 4:

The learning objective will be achieved when the student can organize his materials so that his audience will understand his message and respond to his purpose.

OBJECTIVE 5:

The learning objective will be achieved when the student can recognize the differences between an introduction, body, and conclusion of another's speech and when he can prepare an introduction, body, and conclusion for his own speech.

OBJECTIVE 6:

The learning objective will be achieved when the student utilizes appropriate visual aids to support and enhance his speech.

OBJECTIVE 7:

The learning objective will be achieved when the student can evaluate the speeches of others.

OBJECTIVE 8:

The learning objective will be achieved when the student understands what makes good storytelling and can identify the parts of a story.

OBJECTIVE 9:

The learning objective will be achieved when the student can prepare original stories for telling.

OBJECTIVE 10:

The learning objective will be achieved when the student can identify the differences between oral interpretation and solo acting and can define oral interpretation.

OBJECTIVE 11:

The learning objective will be achieved when the student can select literature for presentation that is appropriate to the interpreter, audience, and occasion.

OBJECTIVE 12:

The learning objective will be achieved when the student can prepare and "cut" longer selections to adhere to a time limit.

OBJECTIVE 13:

The learning objective will be achieved when the student can prepare an introduction for an oral interpretation.

OBJECTIVE 14:

The learning objective will be achieved when the student can determine which interpretation techniques will bring a piece of literature to life.

OBJECTIVE 15:

The learning objective will be achieved when the student can use vocal and bodily expression to enhance his presentation.

OBJECTIVE 16:

The learning objective will be achieved when the student can successfully delineate characters within his story.

OBJECTIVE 17:

The learning objective will be achieved when the student can define the advantages of Readers Theatre as well as its relation to oral interpretation and its appeal in large group communication.

UNIT V. ADDITIONAL ACTIVITIES

LISTENING EXERCISE FOR INFORMATIVE SPEECHES

Have each informative speaker select a topic of general interest to the group, but one about which the students are not likely to have a great deal of background information.

The speaker is to prepare and give both a short but comprehensive pre-test and a post-test covering his main ideas. Time should be allowed for the checking of tests and for feedback.

LISTENING EXERCISE FOR PERSUASIVE SPEECHES

When your class is giving a round of persuasive speeches, divide the audience into various listening groups. Such groups might include:

- Group 1 - to listen for facts, statistics, logical appeal, and reasoning
- Group 2 - to listen for opinion, inference, judgment, and emotional appeal
- Group 3 - to look for non-verbal and paraverbal clues.

PROSE AND POETRY ON RECORDS

POETRY

<u>Title</u>	<u>Artist</u>	<u>Recording Co. and No.</u>
America Listens	Wickwire, Rogers, Scourby, Carner, Randel, Aronson, Sarett, Sherman	Scott, Foresman and Company
America Listens	Langton, Wickwire, Moss, Rogers, Scourby, Roxall, Aronson	Scott Foresman and Company
Carroll and Lear, Nonsense Verse	Lillie, Ritchard, Holloway	Caedmon - TC 1078
Emily Dickinson, Poems and Letters of	Julie Harris	Caedmon - TC 1119
Mother Goose	Ritchard, Holm, Karloff	Caedmon - TC 1091
Ogden Nash, The Fanciful World of	Ogden Nash	Capitol - SW 1570
Carl Sandburg's Poems for Children	Carl Sandburg	Caedmon - TC 1124
Robert Louis Stevenson A Child's Garden of Verses	Judith Anderson	Caedmon - TC 1077

STORIES

Through the Looking Glass	Greenwood & Holloway	Caedmon - TC 1098
Just So Stories	Boris Karloff	Caedmon - TC 1088
Fables of India	Zia Mohyeddin	Caedmon - TC 1168
The Pueblo Indians	Swift Eagle	Soundbook - CS 1015
A Child's Christmas in Wales	Dylan Thomas	Caedmon - TC 1002

MISCELLANEOUS

Gilbert & Sullivan Selections	Martyn Green	Columbia - ML 4643
New Dimensions in Folk Songs	The 3 D's	Capitol - T 2172

SPEECHES

Winston S. Churchill	Winston Churchill	London - HB 100
Churchill in His Own Voice	Churchill, Roosevelt, Truman, Eisenhower, Chamberlain, George VI, Olivier and Gielgud	Caedmon - TC 2018

PROSE AND POETRY ON RECORDS

CONTENTS OF INDIVIDUAL RECORDS

AMERICA LISTENS - to accompany Wide, Wide World - Side 1

Band 1 Along Your Way (text, pp. 48-101)	Playing time - 9 minutes
Primer Lesson by Carl Sandburg	read by Nancy Wickwire
A Word by Emily Dickinson	read by Nancy Wickwire
Outwitted by Edwin Markham	read by Nancy Wickwire
Faults by Sara Teasdale	read by Nancy Wickwire
A Choice of Weapons by Phyllis McGinley	read by Nancy Wickwire
Surplus Commodity by Richard Armour	read by Nancy Wickwire
I'm Nobody by Emily Dickinson	read by Nancy Wickwire
The Coin by Sara Teasdale	read by Nancy Wickwire
The Quarrel by Eleanor Farjeon	read by Nancy Wickwire
Crabbed Age and Youth by William Shakespeare	read by Paul Rogers

Band 2 When America Was Young (pp. 102-159)	Playing time - 6 minutes
The Landing of the Pilgrim Fathers by Felicia D. Hemans	read by Alexander Scourby
Song of the Settlers by Jessamyn West	read by Alexander Scourby
Johnny Appleseed by Stephen Vincent and Rosemary Carr Benet	read by Alexander Scourby

Band 3 Stories of Imagination (pp. 214-288)	Playing time - 11 minutes
Davy Crockett by Carl Carmer	read by Carl Carmer

Side 2

Band 1 The Outdoor World (pp. 340-385)	Playing time - 9 minutes
Wild Geese by Elinore Chipp	read by Elinor Randel
Rain in Summer by Longfellow	read by Elinor Randel
The Mist and All by Dixie Willson	read by Elinor Randel
Snowy Morning by Frances Frost	read by Elinor Randel
Children of the Wind by Carl Sandburg	read by Jack Aronson
Sea-Fever by John Masefield	read by Jack Aronson
Four Little Foxes by Lew Sarett	read by Lew Sarett

Band 2 Familiar Favorites (pp. 434-495)	Playing time - 18 minutes
Tom's Surprise, from The Adventures of Tom Sawyer by Mark Twain	read by Hiram Sherman

AMERICA LISTENS - to accompany All Around America - Side 1

Band 1 America's Yesterdays (pp. 112-176)	Playing time - 10 minutes
Columbus by Joaquin Miller	read by Arnold Moss
Paul Revere's Ride by Longfellow	read by Arnold Moss
Band 2 Imaginative Tales (pp. 220-291)	Playing time - 8 minutes
The Highwayman by Alfred Noyes	read by Basil Langton

PROSE AND POETRY ON RECORDS

Band 3 Outdoor Adventures (pp. 352-421)

Playing time - 8 minutes

An Emerald is as Green as Grass by Christina G. Rossetti

read by Nancy Wickwire

Days by Karle Wilson Baker

read by Nancy Wickwire

A Wasted Day by Frances Cornford

read by Nancy Wickwire

Beauty by E-Yeh-Shure

read by Nancy Wickwire

The Sky is Low, the Clouds are Mean by Emily Dickinson

read by Nancy Wickwire

If Once You Have Slept on an Island by Rachel Field

read by Nancy Wickwire

The Red Squirrel by Thoreau

read by Alexander Scourby

Side 2

Band 1 Our Literary Heritage (pp. 482-549)

Playing time - 7 minutes

The Charge of the Light Brigade by Alfred Lord Tennyson

read by Paul Rogers

How They Brought the Good News from Ghent to Aix, by Browning

read by Paul Rogers

Band 2 Our Literary Heritage

Playing time - 15 minutes

Act II, Scene ii from Romeo and Juliet

read by Paul Rogers and Rosalind Roxall

Act II, Scene v from Romeo and Juliet

read by Rosalind Roxall

Act IV, Scene iii from Romeo and Juliet

read by Rosalind Roxall

Band 3 Our Literary Heritage

Playing time - 4 minutes

Lochinvar by Sir Walter Scott

read by Jack Aronson

CARROLL AND LEAR - Nonsense Verse - Side 1, Lewis Carroll

1. The Mock Turtle's Song (Beatrice Lillie)
2. The Mad Gardener's Song (Cyril Ritchard)
3. 'Tis the Voice of the Lobster (Lillie, Stanley Holloway)
4. Father William (Ritchard)
5. The Pig-Tale (Holloway)
6. Humpty Dumpty's Poem (Lillie)
7. Will You Walk a Little Faster? (Ritchard)
8. The Red Knight's Song (Holloway)
9. The Walrus and the Carpenter (Ritchard)
10. Jabberwocky (Lillie)

Side 2, Edward Lear

1. How pleasant to know Mr. Lear (Holloway)
Three additional limericks read by Lillie, Ritchard and Holloway, respectively
2. The Two Old Bachelors (Ritchard)
Five additional limericks read by Lillie, Holloway, Ritchard, and Lillie
3. The Pobble Who Has No Toes (Holloway)
Four additional limericks read by Lillie, Ritchard, and Holloway
4. The Jumblies (Ritchard)
Four additional limericks read by Lillie, Holloway, and Ritchard
5. The Dong with a Luminous Nose (Holloway)
6. Mr. and Mrs. Discobolos (Lillie and Ritchard)

PROSE AND POETRY ON RECORDS

7. The Duck and the Kangaroo (Holloway)

Three additional limericks read by Ritchard, Lillie, and Holloway

8. The Owl and the Pussycat (Ritchard)

EMILY DICKINSON - Poems and Letters of - Side 1

read by Julie Harris

Band 1

This is my letter to the world
The soul selects her own society
Paid has an element of blank
Hope is the thing with feathers
I'm nobody! Who are you?
Letter to T. W. Higginson, 15 April 1862
I'll tell you how the sun rose
I cautious scanned my little life

Band 2

If you were coming in the fall
My river runs to thee
Letter to T. W. Higginson, 25 April 1862
I reason, earth is short
I never lost as much but twice
Letter to John L. Graves, late April 1856

Band 3

I died for beauty, but was scarce
There came a wind like a bugle
Safe in their alabaster chambers
I years had been from home
Love is anterior to life
Letter to Otis P. Lord, 3 December 1862
I cannot live with you
My life closed twice before its close

Side 2

Band 1

I never saw a moor
To fight aloud is very brave
Letter to Dr. and Mrs. J. G. Holland, summer 1862(?)
Because I could not stop for death
A toad can die of light
Letter to Maria Whitney, summer 1883
I heard a fly buzz when I died
I like to see it lap the miles
Letter to Louise and Frances Norcross, early July 1879

Band 2

Before I got my eye put out
To make a prairie it takes a clover and one bee
A narrow fellow in the grass
Letter to Sally Jenkins, late December 1881
A bird came down the walk
What soft, cherubic creatures
I taste a liquor never brewed

PROSE AND POETRY ON RECORDS

Band 3

Besides the autumn poets sing
The heart asks pleasure first
The sky is low, the clouds are mean
There's a certain slant of light
Letter to Susan Gilbert Dickinson, early October 1883
I felt a funeral in my brain
Letter to Mrs. J. G. Holland, early June 1884

Band 4

After great pain a formal feeling comes

Band 5

I dwell in possibility

MOTHER GOOSE - Side 1, read by Cyril Ritchard, Celeste Holm and Boris Karloff

Cackle, Cackle, Mother Goose	Jerry Hall
Fish Pond	Old Mother Hubbard
Hector Protector	Mary Had a Little Lamb
London Bridge	If All the Seas
Betty Potter	There Was a Little Man
Peter Piper Picked a Peck	Little Bo-Peep
Three Little Kittens	A Riddle
For Want of a Nail	Tom, Tom the Piper's Son
There Was a Crooked Man	The Grenadier
Humpty Dumpty	Little Jack Horner
A Was an Archer	Georgie Porgie
Curly Locks	Hey Diddle Diddle
North Wind	Dr. Fell
Pat-a-Cake	Rub-a-dub-dub
Little Tommy Tucker	Little Jumping Joan
Jack and Jill	The Frog and the Mouse
Mr. East	Pussy Cat, Pussy Cat
Pease Porridge	Old Woman
Twinkle, Twinkle, Little Star	

Side 2

Three Children Sliding on the Ice	Little Boy Blue
The House that Jack Built	There Was a Little Girl Who Had a Little Curl
Little Man and Little Maid	Bumpety Bump
Lady Bird, Lady Bird	Who Killed Cock Robin?
Baa, Baa, Black Sheep	Anna Elise
I Love Little Pussy	Three Blind Mice
The Fox and the Goose	Little Miss Muffet
What Are Little Boys Made Of?	There Was an Old Woman and Nothing She Had
What Are Little Girls Made Of?	There Was an Old Woman and What do You Think
Thirty Days Hath September	There Was an Old Woman Tossed Up in a Basket
Jack Spratt	There Was an Old Woman Who Lived in a Shoe
Old Woman, Old Woman, Shall We	Dilly Dilly
Go Shearing?	Wee Willie Winkie
Old King Cole	Go To Bed
A Cat Came Fiddling	Jack and Gye
Ride a Cock Horse	Ding Dong Bell
I Had a Little Pony	

PROSE AND POETRY ON RECORDS

OGDEN NASH - The Fanciful World of - Property of Janet Susin
(Only three of the poems on this record are appropriate)

The Panther	Playing time - 18 seconds
What, No Sheep?	Playing time - 1 minute and 9 seconds
The Termite	Playing time - 15 seconds

CARL SANDBURG'S POEMS FOR CHILDREN - Side 1, read by Sandburg

Band 1

What is poetry? A small talk	Primer Lesson
Buffalo Dusk	Young Sea
Phizzog	

Band 2

Jazz Fantasia	Evening Waterfall
Chicago Post	Small Homes

Band 3

Mild White Moon, Put the Cows to Sleep	The Wind on the Way Early Moon
Worms and the Wind	The Abracadabra Boys

Band 4

Dust	Paper, I
Sweeping Wendy, A Study in Fugue	Paper, II
Doors	Boxes and Bags
Little Girl, Be Careful What You Say	

Side 2

Band 1

Two Moon Fantasies	Sky Talk
Our Hills	Meadow in Summer
We Must Be Polite; Lessons for Children on How to Behave under Peculiar Circumstances	Arithmetic

Band 2

This Street Never Sleeps	New Song for Indiana Ophelias
Wall Shadows	Little Candle
Crossed Numbers	

Band 3

Night Bells	Harmonica Humdrums
Changing Light Winds	Number Man
Anywhere and Everywhere People	Snatch of Sliphorn Jazz

Band 4

Love Letter to H. C. Anderson	Foolish About Windows
Mysterious Biography	Seventeen Months
Maybe	Sleep Impression

PROSE AND POETRY ON RECORDS

ROBERT LOUIS STEVENSON - A Child's Garden of Verses - Side 1, read by Judith Anderson

The Swing
Happy Thought
Escape at Bedtime
A Good Play
The Moon
Windy Nights
From a Railway Carriage
The Land of Counterpane
Looking-Glass River
Fairy Bread
Farewell to the Farms

Rain
Young Night Thought
The Wind
Whole Duty of Children
Northwest Passage
The Land of Nod
Foreign Children
Looking Forward
My Shadow
My Kingdom
The Little Land

Side 2

The Unseen Playmate
Block City
Nest Eggs
My Bed Is A Boat
A Thought
The Flowers
Summer Sun
Night and Day

The Dumb Soldier
Autumn Fires
Historical Associations
Marching Song
To Minnie
To My Name-Child
To Any Reader

FABLES OF INDIA - told by Zia Mohyeddin

Side 2

The Adder and the Fox
The Blue Jackel
The Monkey's Heart

The Twin Parrots
Good-Speed and the Elephant King

THE PUEBLO INDIANS - told by Swift Eagle

Hunting the Fox
The Laughing Horse
The Buffalo Dance
Story-Teller Song

Green Corn Dance
Medicine-Man Chant
The Legend of Kuo-Hayn, the Bear Boy

A CHILD'S CHRISTMAS IN WALES - read by Dylan Thomas

A Child's Christmas in Wales, a story
Fern Hill
Do Not Go Gentle Into That Good Night
In The White Giant's Thigh
Ballad of the Long-Legged Bait
Ceremony After a Fire Raid

MARTIN GREEN'S GILBERT AND SULLIVAN

This record contains 16 selections, some sung with Ella Halman, of which two are highly recommended:

A Modern Major-General (The Pirates of Penzance)
The Nightmare Song (Iolanthe)

PROSE AND POETRY ON RECORDS

NEW DIMENSIONS IN FOLK SONG - The 3 D's

Side 1

Adapted from the poems of:

Jabberwocky 2:35
The Vinegar Man 3:29
Crayon Box 2:24
Annabel Lee 3:11
Gunga Din 5:29

Lewis Carroll
Ruth Comfort Mitchell
based on "Colors" by Christina Rossetti
Edgar Allan Poe
Rudyard Kipling

Side 2

The Highwayman 3:25
Soft Rain 3:15
Richard Cory 2:30
The Riddling Knight 3:29
The Charge of the Light
Brigade 2:34

Alfred Noyes
Sara Teasdale
Edwin Arlington Robinson
Unknown
Alfred Lord Tennyson

WINSTON S. CHURCHILL

Side 1

Band 1

You Ask What Is Our Policy (Without Victory There Is No Survival)
Corporal Hitler

Band 2

War, September 1939

Band 3

Fall of the Government
Whatever Happens at Dunkirk
Fight on the Beaches
Never in the Field of Human Conflict
Like the Mississippi, Let It Roll
Battle of the Atlantic

Prime Minister
Dunkirk Evacuation
Their Finest Hour
Invasion of Britain
Battle of Britain (September 15, 1940)
Give Us The Tools

Side 2

Band 1

Victory V Broadcasts: To the Italian People; to the Polish People; to the
French People
United We Stand, Divided We Fall

Band 2

Hitler's Corroding Fingers
Invasion of Russia
Do Your Worst, and We Will Do Our Best

Band 3

Meeting With Roosevelt
Japan Attacks Pearl Harbor
Some Chicken . . . Some Neck!
The Infernal Combustion Engine

How Near Is The U.S. To War?
Look at the Londoners
Blood, Tears, Toil and Sweat
Unconditional Surrender

PROSE AND POETRY ON RECORDS

Side 2

Band 4

The Atomic Bomb
This Is Your Victory
The Iron Curtain

Band 5

President Kennedy - A Proclamation, Washington

CHURCHILL IN HIS OWN VOICE

This album includes selections from Churchill's speeches.

In addition, there are brief remarks by Franklin D. Roosevelt, Harry S. Truman, General Dwight D. Eisenhower, Neville Chamberlain, King George VI, Eleanor Roosevelt, and General George Patton.

Selections from Churchill's writings are read by Laurence Olivier and John Gielgud.

UNIT V. MATERIALS

BOOKS

- Arnold, Carroll C., Douglas Ehninger, and John C. Gerber. The Speaker's Resource Book. Chicago: Scott, Foresman and Co., 1966.
- Brigance, William Norwood. Speech: Its Techniques and Disciplines in a Free Society. New York: Appleton-Century-Crofts, Inc., 1961.
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- Robinson, Karl F., and E. J. Kerikas. Teaching Speech Methods and Materials. New York: David McKay Company, Inc., 1963.
- Robinson, Karl F., and Charlotte Lee. Speech In Action. Glenview, Ill.: Scott, Foresman and Co., 1965.
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ARTICLES, PAMPHLETS AND CURRICULUM GUIDES

- Behan, David F. "A Technique for Teaching Audience Awareness and Audience Response to High School Students," Speech Teacher, XIII (January, 1964), 52-54.
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MATERIALS

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- Lieb, Barbara. "How To Be Influenced Discriminatingly," Today's Speech, VIII (April, 1960), 24-26.
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AUDIO-VISUAL

Filmstrips

- Mass Media: Impact on a Nation. Two color filmstrips, two records, and a guide.
Guidance Associates of
Pleasantville, New York 10570
- The Poetic Experience. Two filmstrips, cassette, and guide.
Guidance Associates of
Pleasantville, New York 10570
- Rhetoric of the Movie Series. Kit includes six super-8 color films and teacher's guide.
Association for Educational
Communications & Technology
Washington, D. C. 20098
- What Is Drama? Two filmstrips, cassette, and guide.
Guidance Associates of
Pleasantville, New York 10570

16 mm Films

- "Communicating with the Public." 12 min., color, EBF, 1971.
- "Communications and the Community." 16 min., color, Dimension
Churchill, 1965.

MATERIALS

- "Computers and Humor Behavior." 29 min., b/w.
"Hailstones and Halibut Bones." 6 min., color, Sterling Educational Films.
"Improve Your Oral Reports." 14 min., color, CORF, 1968.
"Network." 14 min., color, Mountain Bell.
"Poetry To Grow On." 19 min., color, Grover, 1966.
"Sea Fever." 8 min., color, Charles Cahill.
"This is Marshall McLuhan: The Medium is the Message." 53 min., color.
"What Is Poetry?" 10 min., color, BFA, 1962.

MATERIALS FOR DUPLICATION (Included with this Unit)

Student Bibliography

Speechmaking

Speech Evaluation Form (2)

Listener's Response Chart

Evaluation of Organization and Clarity

Ways of Learning

Hints on Storytelling

Oral Interpretation

Readers Theatre

UNIT V

STUDENT BIBLIOGRAPHY

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SPEECHMAKING

Definition

Speechmaking is the art of sharing ideas with an audience for the purpose of communicating with them. In Speechmaking, the student may have in mind one of a number of purposes: informing, persuading, demonstrating, entertaining, or even arguing. In any case, it is imperative that the ideas are presented with structure and clarity since the goal of the speechmaker is communication.

Characteristics

A. Preparation

Any speech can be broken into three main parts which are requisite for concise understanding. The parts are:

1. Introduction
2. Body
3. Conclusion

The introduction serves a twofold purpose. It should get the attention of the audience and it introduces the topic and purpose of the speech. A few ways of obtaining attention include: asking a question, making a startling statement, reading a statistic, using a quotation or anecdote, and by citing an example.

In the body of the speech the major idea (thesis) of the talk is developed. In a short speech of five minutes, only one or two sub-headings can be readily developed around the thesis. The ideas should flow with ease so that the audience can receive them with understanding. There is nothing worse than a disorganized speech and the ideas of the speaker cannot be followed. Supporting material must be pertinent and retain the attention of the listener.

The conclusion of the speech informs the listener that the speaker is bringing his speech to a close. Major ideas should be summarized. No new ideas should be included in this part of the presentation. Generally, it is most effective to end the speech with a statement suitable to the purpose of the presentation.

B. Procedure

1. Types of Speeches:

a. The Informative Speech

In this type of speech, the speaker is concerned with sharing information with the audience. He develops his talk around a central idea (thesis). For example, a thesis for an informative speech might be: "India is a poverty-stricken nation." The speaker will develop sub-points around this main idea to expand the topic with examples, anecdotes, quotations, statistics, etc., to clarify the information for the audience.

b. The Persuasive Speech

In this type of speech, the speaker wants to change the thinking of his audience, or perhaps, convince them of his point of view. A thesis might be: "India should be required to abolish its caste system." The organization of supporting material will be similar to that of the informative speech but it will be somewhat stronger and, sometimes, more emotional in its appeal.

SPEECHMAKING

c. The Demonstrative Speech

The purpose of this speech is to show the audience how something works, how to make an article, how to use an unfamiliar object, etc. The organization is somewhat different from other types of speeches. The speaker must maintain the introduction, body, and conclusion, however. His introduction should also gain attention and inform the audience about what his intentions are. Included in the body of the talk should be a list of materials necessary for the demonstration. He should then describe, in order, how to proceed. In addition, a good demonstrator will continue to give information as he goes through the procedure, avoiding the tendency to misuse "silent moments" during the demonstration.

2. Visual Aids:

In some cases a student will elect to use charts, diagrams, etc., to enhance his presentation. If these are used, he should use them as efficiently as possible and not let them distract from his talk. Charts and diagrams must be large enough to be easily seen by all members of the audience. He should avoid passing objects around among the audience because doing so would prove a disruptive influence.

CRITERIA FOR EVALUATION

The following questions can serve to guide your thinking and judgment of the Speechmaking you will evaluate:

1. Were the speaker's ideas presented in an orderly fashion? Did his speech include an introduction, thesis, and conclusion?
2. Were the supporting materials interesting and informative?
3. Did the speaker "say anything"?
4. Did the speaker make effective use of his voice?
5. Were gestures suited to the material presented?
6. Did the speaker maintain eye contact with his audience?
7. Were notes or manuscript handled unobtrusively during the speech?
8. If visual aids were used, did they enhance the content of the speech? Were they visible to every member of the audience?

SPEAKER _____ DATE _____

SUBJECT _____

This assignment will be evaluated in part on the basis of the following set of criteria. Point rating of 1 = poor; rating of 5 = superior.

- | | | | | | |
|--|---|---|---|---|---|
| 1. Choice of topic | 1 | 2 | 3 | 4 | 5 |
| 2. Introduction | | | | | |
| a. Gains listeners' interest | 1 | 2 | 3 | 4 | 5 |
| b. Clear relation of significance or purpose of lesson | 1 | 2 | 3 | 4 | 5 |
| 3. Body of the lesson | | | | | |
| a. Adequacy of content | 1 | 2 | 3 | 4 | 5 |
| b. Effectiveness and clarity of structure | 1 | 2 | 3 | 4 | 5 |
| c. Supporting material | 1 | 2 | 3 | 4 | 5 |
| 4. Conclusion | | | | | |
| a. Was the announced purpose accomplished? | 1 | 2 | 3 | 4 | 5 |
| b. Is the lesson effectively concluded? | 1 | 2 | 3 | 4 | 5 |
| 5. Vocal presentation | | | | | |
| a. Meaningful vocal endorsement of ideas presented | 1 | 2 | 3 | 4 | 5 |
| b. Clarity and effectiveness of general vocal presentation | 1 | 2 | 3 | 4 | 5 |
| 6. Communicative impact | | | | | |
| a. To what extent does the speaker relate his desire to communicate with the listeners? | 1 | 2 | 3 | 4 | 5 |
| b. To what extent can the listener's responses be interpreted as favorable? (In terms of the expressed purpose of the lesson.) | 1 | 2 | 3 | 4 | 5 |
| 7. Preparation | 1 | 2 | 3 | 4 | 5 |

The speaker's most outstanding attributes are:

The speaker should continue to improve:

EVALUATOR _____

SPEAKER _____ NUMBER _____ DATE _____

SUBJECT _____ CLASS _____ SECTION _____

Indicate your evaluation of each characteristic by checking the corresponding scale at whatever point you feel appropriate. Feel free to check between numbers or at a number as your evaluations require. Number 1 is low; number 7 is high.

SUBJECT CHOICE:

(Knowledge and purpose)

1 2 3 4 5 6 7
very poor very good

DEVELOPMENT:

(Organization and support;
motive appeals)

1 2 3 4 5 6 7

COMMUNICATION:

(Audience adaptation,
projection, directness)

1 2 3 4 5 6 7

LANGUAGE:

(Clear, correct, vivid,
appropriate, efficient)

1 2 3 4 5 6 7

PHYSICAL BEHAVIOR:

(Poise, posture, gesture,
facial mobility)

1 2 3 4 5 6 7

VOCAL BEHAVIOR:

(Pitch, quality, rate,
rhythm, force, articulation,
variety)

1 2 3 4 5 6 7

TOTAL EFFECT:

(Audience reception and
response)

1 2 3 4 5 6 7

LISTENER'S RESPONSE CHART

SPEAKER _____ DATE _____

SUBJECT _____ CRITIC _____

DIRECTIONS: For each of the qualities of effective speaking indicated below, circle the evaluative word which most nearly indicates the relative effectiveness of the speaker.

I SAW YOU AS

(Approach, poise, posture, facial expression, gestures, walking movements, personal appearance, appropriate clothes, detracting mannerisms, eye contact.)

POOR FAIR AVERAGE GOOD EXCELLENT

Comments _____

I HEARD YOU AS

(Audibility, voice quality, "pleasantness" of pitch, speaking rate, force, fluency, variety, articulation, pronunciation, sense of communication.)

POOR FAIR AVERAGE GOOD EXCELLENT

Comments _____

SPEECH COMPOSITION

(Interesting subject, introduction, proper scope of topic, clarity of purpose, supporting material, logical thinking, clarity and effectiveness of organization, transitions, definite conclusion, appropriateness of language.)

POOR FAIR AVERAGE GOOD EXCELLENT

Comments _____

GENERAL EFFECTIVENESS

POOR FAIR AVERAGE GOOD EXCELLENT

Comments _____

EVALUATION OF ORGANIZATION AND CLARITY

SPEAKER _____ DATE _____

The main points of this lesson were (write out the main points as you heard them; if there were more than five, add the others on the reverse side):

I.
II.
III.
IV.
V.

Evaluate the organization of the lesson on the following scale by placing a check mark (X) under the appropriate heading.

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
A.	1	2	3	4	5
	Main points logically and effectively chosen				
B.	1	2	3	4	5
	Main points clearly phrased				
C.	1	2	3	4	5
	Main points "pointed up" well				
D.	1	2	3	4	5
	Development clearly related to main points				
E.	1	2	3	4	5
	Transitions effective				
F.	1	2	3	4	5
	General reaction				

Comments upon organization and general speech effectiveness _____

EVALUATOR _____

WAYS OF LEARNING

How to Get Your Message Across in Informative and Persuasive Speeches

No one method is "best"--for maximum effectiveness, any one method is enhanced by a variety of the other methods. We get the most understanding when we work together in some creative activity in which we can sense and talk to others about our ideas and feelings.

MOST EFFICIENT
(Generally non-verbal)

- 
1. Work together, guide, participate in experiments, etc.
 2. Show--demonstrate, handle models, act out scenes or skits, etc.
 3. Draw diagrams--emphasize key points, use graphs, pictures, etc.
 4. Gestures--body, facial, hands; sound effects, etc.
 5. Pictures--motion pictures, slides, photos, paintings, posters, scrap-books, etc.

LEAST EFFICIENT
(Generally verbal)

6. Recall--recall experiences in common, news items, examples, illustrations, etc.
7. Case history--study a concrete situation in a story.
8. Actional talk--operational language, relational language, functional language, etc.
9. Generalize--abstract language or words, similarities, categorized ideas, etc.
10. Write--one-way communication, limited feedback.

HINTS ON STORYTELLING

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"Once upon a time . . .," perhaps the favorite phrase of our childhood days, still holds a strong appeal for us now. Everyone likes to listen to a good story. From the time of the ancient Greeks, the storyteller has always been a favorite in all lands. There are many kinds of stories: fables, proverbs, myths, animal stories, fairy stories, classic myths, hero stories, folklore stories, stories based upon history and upon nature, dramas, mystery stories, and our modern short stories. Any one of them, if told in an interesting manner, can be very entertaining to your audience.

What Is Storytelling?

1. It is a communal communicative act in which an individual creates for himself a characterization of the observer, a characterization determined by the story and the audience, through which he reports a story of value.
2. It is a re-creative art.
3. It is on a continuum with acting, impersonation, and interpretation. Here it is closer to interpretation because the storyteller's key role is that of an observer. This role is determined by the nature of the story, the demands of the audience, physical environment, personality traits, etc.
4. There is a close, direct, simple, sincere approach between the teller and the audience and, thus, a decrease of aesthetic distance.
5. The personality of the teller is not the most important item--the story is. But the teller's personality will show up through the approach to and interpretation of the story.
6. It is an informal art. There must be an atmosphere of sharing; it is not a memorized performance. The degree of impersonation will depend upon the individual's personality.

What Makes A Good Story For Telling?

1. The story should have a sound and acceptable idea or motive.
2. The story should have sound organization.
3. The story should have sincerity and consistency.
4. The characters must be real or seem real.
5. The dialogue must be natural, interesting and plentiful.
6. The plot structure must be simple.
7. There must not be too much appeal to any one emotion.
8. There should be lots of action.
9. The beginning should be interesting.
10. The story should have style.

HINTS ON STORYTELLING

Here Are Six Guides For Preparing Stories:

1. Decide on the general purpose of the story. That is, ask yourself whether it is a character story, an atmosphere story, or a human interest story.
2. Read the story carefully. Be sure you know the relationship of the characters and the incidents that lead to the climax.
3. Omit all parts of the story that do not contribute to the development of the purpose of the story.
4. Close your eyes, and in your imagination see the story just as it happened.
5. Re-read the story aloud to be sure that you are getting the effect the author wanted.
6. Tell the story in your own words, with the exception of those words and phrases that hold the story together.

A Good Storyteller, In Order To Make A Story Come To Life:

1. Forgets himself and thinks only of his story.
2. Dramatizes his story so that all his listeners can share in the excitement, sorrow, anger, and other emotions of the characters.
3. Makes it appear to be the first time he has ever told the story.
4. Knows the peculiarities of any dialect used in the story.
5. Talks directly to his listeners, using a conversational tone.
6. Uses the same tense and person through all the story.
7. Makes use of color words.
8. Avoids repetition of such things as "she said" and "and then."
9. Lets his body respond to what he is saying—uses gestures and facial expressions.
10. Lets his voice respond to what he is saying. Makes use of the dramatic pause, changes in volume, pitch, to let his voice respond to such emotions as doubt, anger, laughter, etc.

ORAL INTERPRETATION

Definition

Oral Interpretation, like the other speech arts, is concerned with the process of communication. It differs from some of the other speech events in that the interpreter's primary goal is to convey, from the printed page, the ideas and emotions inherent in an author's work rather than projecting his own ideas. In short, his goal is to make the printed page come alive for his audience. In this respect, he acts as a middleman who, by suggestion rather than acting, helps the listener re-create the author's characters, action and emotion in his own mind. During a skillful interpretation, the listener should be more involved with the literary work than concerned with the technique of the interpreter.

Characteristics

A. Choice of Selection

In preparing for Oral Interpretation, the first consideration must be the material the student should work with. He has a wide range of types of literature from which to choose--short stories, essays, plays, poems--however, the imitation of a comedian's routine is not considered suitable for Oral Interpretation and will not be acceptable.

The important considerations are:

1. Does the material interest the student?
2. Does the material have some literary merit?
3. Does the material fit the student's abilities?

It is well-known that students do a better job of interpreting material in which they become involved. The material should, first of all, be from a published literary source--not an imitation of a recording, for instance--and should be of sufficient merit to justify the student's expenditure of time working on it.

Some junior high students are excellent readers and polished interpreters. They should be encouraged to attempt more advanced material. Others are "average" readers and should work with material that fits their own level. It is far better to have a student work with "The Most Dangerous Game," which he can understand and identify with, than to launch him on the seas of Shakespeare without a paddle.

B. Preparation

In order to communicate the meaning and emotion of his selection, the interpreter uses two tools--his voice and his body. Since his purpose is to suggest what is happening in the material--not to act it out--whatever techniques he employs must be used with subtlety so as not to distract from the material.

The most important element in communicating the thought and feeling that is necessary in Oral Interpretation is, of course, the voice.

Vocal techniques, such as projection, volume, stress, pitch, intensity, and quality are well-used when they suggest the response the author intended to evoke.

ORAL INTERPRETATION

The same holds true of gestures or bodily movement. The interpreter's most common gesture is facial expression and muscular tension--again, only enough to suggest an emotional response.

A rule of thumb: Whatever actions are used will be effective only so long as they add to the desired audience response and do not call attention to themselves.

An interpretation should have an introduction to provide the audience with an explanation of background material that will help to set the mood the interpreter wishes to obtain.

CRITERIA FOR EVALUATION

The following questions can serve to guide your thinking and judgment of the Oral Interpretations you will evaluate:

1. Was the introduction suitable for the material presented?
2. Could you understand the content of the selection?
3. Did you have the emotional response to the presentation that the author intended?
4. If there was a plot, was it clear?
5. Did the interpreter sustain the mood?
6. Did the interpreter re-create the humorous or dramatic qualities of the material? Or, if poetry, did the interpreter project the poetic qualities?
7. Was the timing and phrasing effective?
8. If characterization was required, was delineation vivid and consistent?
9. Were you at any time more aware of the interpreter as an individual performer than as a middleman between the audience and the words of the author?

"Readers Theatre"

*From READERS THEATRE HANDBOOK by Leslie Irene Coger and Melvin R. White.
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